

2007–2008

The Undergraduate Schools

A large, stylized, black and white logo of Wake Forest University is centered on the page. The logo is a monogram of the letters 'W', 'F', and 'U' intertwined. The 'W' and 'F' are prominent, with the 'U' integrated into the lower right. The logo is set against a background of yellow and black geometric shapes.

BULLETIN OF WAKE FOREST UNIVERSITY



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THE UNDERGRADUATE SCHOOLS

Wake Forest University
and the Wayne Calloway School of Business and Accountancy

ANNOUNCEMENTS FOR 2007/2008

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The Academic Calendar

Fall semester 2007

August 23	Thursday	Move-in day for new students*
August 24-27	Friday-Monday	Orientation for new students
August 25-26	Saturday-Sunday	Residence halls open for returning students*
August 27-28	Monday-Tuesday	Check in/Registration
August 29	Wednesday	Classes begin
September	(date to be announced)	Opening Convocation
September 12	Wednesday	Last day to add courses**
October 3	Wednesday	Last day to drop courses**
October 21	Sunday	Midterm grades due
October 19	Friday	Fall break
November 21-25	Wednesday-Sunday	Thanksgiving holiday*
November 26	Monday	Classes resume
December 7	Friday	Classes end
December 8	Saturday	Reading day
December 10-15	Monday-Saturday	Examinations
December 15	Saturday	All residence halls close*
Dec. 16-Jan. 12		Winter recess

Spring semester 2008

January 12	Saturday	Residence halls open*
January 13-14	Sunday-Monday	Orientation for new students
		Residence halls open*
January 15	Tuesday	Check in/Registration
January 16	Wednesday	Classes begin
January 21	Monday	Martin Luther King Jr. Day—no classes
January 30	Wednesday	Last day to add courses**
February	(date to be announced)	Founders' Day Convocation
February 20	Wednesday	Last day to drop courses**
March 9	Sunday	Midterm grades due
March 8-16	Saturday-Sunday	Spring break*
March 17	Monday	Classes resume
March 21	Friday	Good Friday—no classes
April 30	Wednesday	Classes end
May 1	Thursday	Reading Day
May 2-3	Friday-Saturday	Examinations
May 5-8	Monday-Thursday	Examinations*
May 18	Sunday	Baccalaureate
May 19	Monday	Commencement*

* Consult Residence Life and Housing for schedule of opening and closing times.

** For courses taught in less than the full term's duration (e.g., 7.5 week classes), proportional drop and add deadlines will be in effect.

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The University



*WAKE FOREST UNIVERSITY IS
CHARACTERIZED BY ITS DEVOTION TO
LIBERAL LEARNING AND PROFESSIONAL
PREPARATION FOR MEN AND WOMEN,
ITS STRONG SENSE OF COMMUNITY AND
FELLOWSHIP, AND ITS ENCOURAGEMENT
OF FREE INQUIRY AND EXPRESSION.*

Wake Forest Institute was founded in 1834 by the Baptist State Convention of North Carolina. The school opened its doors on February 3 with Samuel Wait as principal. Classes were first held in a farmhouse on the Calvin Jones plantation in Wake County, North Carolina, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, Wake Forest is one of the oldest institutions of higher learning in the state. The School of Law was established in 1894, followed by a two-year medical school in 1902. Wake Forest was exclusively a college for men until World War II, when women were admitted for the first time.

In 1941 the medical school moved to Winston-Salem to become affiliated with North Carolina Baptist Hospital and was renamed the Bowman Gray School of Medicine. In 1946 the trustees of Wake Forest and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the College to Winston-Salem. The late Charles and Mary Reynolds Babcock donated much of the R.J. Reynolds family estate as the site for the

campus and building funds were received from many sources. From 1952 to 1956, the first fourteen buildings were constructed in Georgian style on the new campus. The move to Winston-Salem took place in the summer of 1956; the original, or "old" campus, is now home to Southeastern Baptist Theological Seminary.

Following the move, Wake Forest grew considerably in enrollment, programs, and stature and became a University in 1967. The School of Business Administration, first established in 1948, was named the Charles H. Babcock School of Business Administration in 1969 and admitted its first graduate students in 1971. In 1972 the school enrolled only graduate students and the name was changed to the Babcock Graduate School of Management; departments of business and accountancy and economics were established in the College. In 1980 the Department of Business and Accountancy was reconstituted as the School of Business and Accountancy; the name was changed to the Wayne Calloway School of Business and Accountancy in 1995.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses. In 1997 the medical school was renamed the Wake Forest University School of Medicine; its campus is now known as the Bowman Gray Campus. The Divinity School was established in 1999.

Wake Forest honors its Baptist heritage in word and deed. The University will fulfill the opportunities for service arising out of that heritage. Governance is now by an independent Board of Trustees; there are advisory boards of visitors for the College and each professional school. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for Wake Forest University Baptist Medical Center, which includes the hospital and the medical school.

The College, Wayne Calloway School of Business and Accountancy, Babcock Graduate School of Management, School of Law, the Graduate School, and the Divinity School are located on the Reynolda Campus in northwest Winston-Salem. The Wake Forest School of Medicine is about four miles away, near the city's downtown. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The Wayne Calloway School of Business and Accountancy offers courses of study leading to baccalaureate degrees in business, finance, or mathematical business (in cooperation with the Department of Mathematics). The Divinity School offers the master of divinity degree.

The School of Law offers the juris doctor and master of laws in American law degrees, and the Babcock Graduate School of Management, the master of business administration and the master of art in management degrees. Both schools also offer a joint JD/MBA degree.

In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical sciences. The School of Medicine and the Babcock School offer a joint MD/MBA program.

The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science

degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry, and physics. The Graduate School also offers MD/PhD and PhD/MBA programs.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 340 acres; its physical facilities consist of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The main Quadrangle, Hearn Plaza, is named for Wake Forest's twelfth president, Thomas K. Hearn Jr., who served from 1983 to 2005. Manchester Plaza, named for benefactors and Wake Forest parents Doug and Elizabeth Manchester, is located on south campus. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, Reynolda Gardens, and Reynolda House Museum of American Art, is adjacent to the campus. The Graylyn International Conference Center is nearby.

Wait Chapel, named in memory of the first president of the College, seats 2,300. The Wait Chapel tower contains the Janet Jeffrey Carlisle Harris Carillon, an instrument of forty-eight bells. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the Department of Religion, the Divinity School, and the offices of the University chaplain and Wake Forest Baptist Church. *Reynolda Hall*, across the upper plaza from Wait Chapel, houses most of the administrative offices for the Reynolda Campus. The *Benson University Center* is the central hub for student activities and events. The *Z. Smith Reynolds Library* and its Edwin Graves Wilson Wing house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, it has reading and reference rooms for study. *Carswell Hall* houses the Departments of Communication, Economics, and Sociology, and a large multimedia lecture area, the Annenberg Forum.

Winston Hall houses the biology department; *Salem Hall*, the chemistry department. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* houses the physics department. *Harold W. Tribble Hall* accommodates primarily humanities departments and the women's and gender studies program, and has seminar rooms, a philosophy library, and a multimedia lecture area, DeTamble Auditorium. The *Museum of Anthropology* houses the anthropology department and North Carolina's only museum dedicated to the study of world cultures. The Wayne Calloway School of Business and Accountancy is located in *Kirby Hall*, and the Departments of Mathematics and Computer Science are in adjacent *Manchester Hall*. *William B. Greene Jr. Hall* houses psychology, German and Russian, and Romance languages.

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theatre, musical and dance performances, and instruction in art history, drama, and music. Off its lobby is the *Charlotte and Philip Hanes Gallery* for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theatre wing are design and production areas and two technically complete theatres, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Recital Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The *Worrell Professional Center for Law and Management* houses the School of Law and the Babcock Graduate School of Management under one roof.

The *William N. Reynolds Gymnasium* has classrooms for instruction in health and exercise science, courts for indoor sports, a swimming pool, and offices for the Department of Health

and Exercise Science and Student Health Service. Adjacent are tennis courts, sports fields, *Kentner Stadium*, the *Manchester Athletic Center*, and the *Kenneth D. Miller Center*.

The *Information Systems Building* houses the information systems and military science departments, as well as a University Stores annex and a food service area.

The Wake Forest campus has a wide variety of housing options available to students. *Babcock Hall*, *Bostwick Hall*, *Collins Hall*, *Davis Hall*, *Efird Hall*, *Huffman Hall*, *Johnson Hall*, *Kitchin Hall*, *Luter Hall*, *Martin Hall*, *Palmer Hall*, *Piccolo Hall*, *Polo Hall*, *Poteat Hall*, the *Student Apartments*, and *Taylor Hall* are coeducational by floor, wing, or apartment. Substance-free living environments are available in some residence halls. Student housing is also available in the townhouse apartments and several small houses owned by the University. On the edge of the main campus are apartments for faculty and staff.

Information Systems

Information Systems supports the instruction, research, and administrative needs of the Reynolda Campus of Wake Forest University. The campus computer network offers high-speed wired and wireless connectivity from all campus buildings.

Upon enrollment, all undergraduate students receive a computer equipped with wireless connectivity and a color printer. At the beginning of the junior year, students exchange the computer for a new model. Upon graduation, the computer and the printer become the property of the student.

The computers contain a standard suite of powerful programs that allow students easy access to research and class materials and offer the ability to interact with faculty, staff, and other students through the campus network. Software programs include Microsoft Office, Adobe Acrobat and digital media tools, and e-mail and Internet applications like Mozilla

and Macromedia Dreamweaver. A large variety of instructional, classroom, and research resources are also available on the computer. These include the online catalog, databases, and electronic journals provided by the Z. Smith Reynolds Library.

Information Systems maintains an extensive array of online information systems that support University admissions, student registration, grade processing, payroll administration, accounting services, and many other administrative and academic applications. In addition, the Wake Forest Information Network (WIN) provides the University community with features like faculty, staff, and student directories; an alumni directory and career networking service; online class registration; and vehicle registration.

Students also have access to computing resources outside the University. The University is a member of the Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. The University is also a member of EDUCAUSE, a national consortium of colleges and universities concerned with computing issues.

The University has an extensive collection of computing facilities serving both academic and business needs. An extensive set of LINUX and Windows-based systems provide for business, messaging, systems management, Internet, intranet, courseware, research, and file and print services for the University. A 214-node LINUX supercomputing cluster provides supercomputing services for physics, biotechnology, mathematics, computer science, and other scientific research. These systems are available to students, faculty, and staff 24 hours a day through the Wake Forest University network or other ISP connectivity. All connections are protected by VPN and firewalls.

Wake Forest's network infrastructure includes a gigabit Ethernet backbone, 100 megabit switched connectivity to the desktop, and pervasive, 802.11a/g wireless connectivity in all campus buildings. Wake Forest has a gigabit Ethernet connection to the Winston-Salem RPOP (regional point of presence) for Internet access. This RPOP connects the University to the North Carolina Research and Education Network (NCREN), the Internet service provider for the majority of North Carolina colleges and universities. Through this connection, Wake Forest has access to additional extensive supercomputing facilities located throughout the state of North Carolina as well as access to all the premiere research networks in the world, including Internet II and the National Lambda Rail. Wake Forest works closely with NCREN on other advanced network and Internet technologies.

Information Systems also provides telephone and cable television services to the students, faculty, and staff of Wake Forest University. All residence hall rooms are equipped with telephone jacks and cable TV connections. Local dial service for the campus and Winston-Salem area is provided as part of the housing package. Students who reside in campus housing receive personal security codes for dialing long-distance calls, which are billed to them each month.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Cable channel 2 is the Wake Forest Information Systems channel, which provides updated information on campus technology, Help Desk hours, and the status of various technology services. Cable channel 6 is student-run WAKE-TV, which features various student programming. Channels 20 and 22 carry SCOLA and SCOLA2, nonprofit educational services that feature television programming from more than 50 different countries in their original languages. Information Systems also offers select HDTV channels to students in residence halls.

Information Systems provides assistance online at <http://help.wfu.edu>, by telephone at xHELP (x4357), and supports walk-in customers in room 256 of the Information Systems Building from 8 a.m. until 7 p.m. Monday through Thursday; 8 a.m. until 5 p.m. on Friday; and 3-7 p.m. on Sunday. A satellite Help Desk location in the Z. Smith Reynolds Library provides convenient access to self-help resources and on-site staff from 7-9 p.m., Monday through Thursday. A voice mail retrieval system is activated on weekends and during holiday breaks to respond to emergency calls. On-site computing support in residence halls is available from Resident Technology Advisors (xRTAS).

Libraries

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of College and Research Libraries and in the Association of Southeastern Research Libraries. They rank among the top libraries in the Southeast in expenditures per student.

The Wake Forest University libraries include the Z. Smith Reynolds Library, the Professional Center Library (serving the School of Law and the Babcock Graduate School of Management), and the Coy C. Carpenter Library of the Wake Forest University School of Medicine. The three libraries maintain collections totaling over 1.9 million volumes and subscriptions to nearly 35,000 print and electronic serials. The Z. Smith Reynolds Library holds over 1.4 million volumes in the general collection, over 1 million reels of microfilm and pieces of microtext, and nearly 25,000 media items. As a congressionally-designated selective federal depository and depository of North Carolina government information, the Z. Smith Reynolds Library holds nearly 170,000 government documents. The Professional Center Library holds almost 200,000 volumes and is open to undergraduates with research needs

for its collection. The Coy C. Carpenter Library holds over 150,000 volumes.

The Wake Forest libraries share an online catalog that lists the libraries' holdings and provides access to electronic resources, databases, and an extensive collection of electronic journals, all accessible via the campus network and remotely.

The Z. Smith Reynolds Library provides comprehensive reference and research services including assistance with directed and independent research and online searching; discipline-related library instruction; information literacy classes; general library orientation; and tours. Reference tools are available in electronic and print formats. Library staff offer undergraduates a one-credit course, LIB 100: "Accessing Information in the 21st Century," which focuses on effective use of research strategies, search techniques, and evaluation of resources. Wake Forest students, faculty, and staff may use interlibrary loan services to borrow materials from other libraries throughout the country at no charge.

Special collections in the Z. Smith Reynolds Library include the Rare Books Collection, which emphasizes American and British authors of the late nineteenth and early twentieth centuries. Among the collections are works by Mark Twain, Gertrude Stein, William Butler Yeats, T.S. Eliot, and Maya Angelou. There is also an extensive Anglo-Irish literature collection. The Ethel Taylor Crittenden Baptist Historical Collection contains significant books, periodicals, manuscripts and church records relating to North Carolina Baptists, as well as a collection of the personal papers of prominent ministers, educators, and government officials with ties to Wake Forest. The Wake Forest College/University Archive is maintained in this library as well.

Facilities in the Z. Smith Reynolds Library include the Information Technology Center (ITC). Digital imaging, scanning, multimedia services, collaborative workstations, a computer lab and technology training are available

in the ITC. Several small group study rooms are located throughout the library and may be reserved at the circulation desk. Two 24-hour study areas, one with a cyber café, are located off the lobby and are accessible by key-card after regular library hours. Lockers are available in the 24-hour study areas for students to use on a short term basis. The entire library is equipped for wireless Internet access.

Visit <http://zsr.wfu.edu>, the Z. Smith Reynolds Library Web page, for more information.

Recognition and Accreditation

Wake Forest University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. The Commission can be contacted at (404) 679-4501, 1866 Southern Lane, Decatur, Georgia 30033-4097 and www.sacscoc.org. Inquiries should relate only to the accreditation status of the institution and not to general admission information.

The Wake Forest University School of Medicine is a member of the Association of American Medical Colleges and is fully accredited by the Liaison Committee on Medical Education, the joint accrediting body of the Association of American Medical Colleges and the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the Wayne Calloway School of Business and Accountancy are accredited by the Association to Advance Collegiate Schools of Business. The Babcock Graduate School is also accredited by the European Foundation for Management Development. The program in counseling leading to the master of arts in education degree is accredited by the Council for the Accreditation of Counseling and

Related Educational Programs. The Divinity School has obtained associate membership in the Association of Theological Schools.

Wake Forest University is a member of many of the major institutional organizations and associations at the national, regional, and statewide levels, including the following: The American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Commission on Colleges of the Southern Association of Colleges and Schools, Oak Ridge Associated Universities, Southern Universities Conference, the North Carolina Conference of Graduate Schools, the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction, and the North Carolina Association of Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities and sororities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

The Undergraduate Schools

The undergraduate schools, Wake Forest College and the Wayne Calloway School of Business and Accountancy, are governed by the Board of Trustees, the University administration, and by their respective faculties. Responsibility for academic administration is delegated by the president and trustees to the provost, who is the chief academic officer of the University. The deans of the schools report to the provost and are responsible for academic planning and administration for their schools.

Wake Forest University is committed to administer all educational and employment activities without discrimination because

of race, color, religion, national origin, age, sex, veteran status, handicapped status, or disability as required by law. The University has adopted a procedure for the purpose of resolving discrimination complaints. Inquiries or concerns should be directed to: Harold Holmes, dean of student services, at (336) 758-5226; Deborah L. Best, dean of the college, at (336) 758-5312; or Doris McLaughlin, assistant director of human resources, director of equal employment opportunity, and Title IX coordinator, at (336) 758-4814.

The Higher Education Act⁵ requires that institutions of higher education make available by October 15 of each year a copy of the Equity in Athletics Disclosure Act annual

report to any student who requests one. Please contact the athletic department to request a copy of this document.

Wake Forest rejects hatred and bigotry in any form and adheres to the principle that no person affiliated with Wake Forest should be judged or harassed on the basis of perceived or actual sexual orientation. In affirming its commitment to this principle, Wake Forest does not limit freedom of religious association or expression, does not presume to control the policies of persons or entities not affiliated with Wake Forest, and does not extend benefits beyond those provided under other policies of Wake Forest.



WAKE FOREST COLLEGE IS THE UNDERGRADUATE SCHOOL OF ARTS AND SCIENCES OF WAKE FOREST UNIVERSITY. IT IS THE CENTER OF THE UNIVERSITY'S ACADEMIC LIFE; THROUGH IT, THE UNIVERSITY CARRIES ON THE TRADITION OF PREPARING MEN AND WOMEN FOR PERSONAL ENRICHMENT, ENLIGHTENED CITIZENSHIP, AND PROFESSIONAL LIFE.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

Statement of Purpose

Wake Forest is a University dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist heritage. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of seven constituent parts: two undergraduate institutions, Wake Forest College and the Wayne Caloway School of Business and Accountancy;

the Graduate School; and four professional schools: the School of Law, the Wake Forest University School of Medicine, the Babcock Graduate School of Management, and the Divinity School. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal

arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. Funded to a large extent from private sources of support, Wake Forest is determined to chart its own course in the pursuit of its goals. As a coeducational institution, it seeks to "educate together" persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socioeconomic, and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of cocurricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots.

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate

thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist stress upon an uncoerced conscience in matters of religious belief has been translated into a concern for academic freedom. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

Honor System

Wake Forest University upholds the ideals of honor and integrity. The Honor System is central to University life; its essence is a commitment by each person to do what is right and abide by community standards. Each student is pledged to be trustworthy in all matters, and a violation of that trust is an offense against the community as a whole. In the specific terms of the Honor Code, a student pledges in all phases of life not to cheat, plagiarize, engage in other forms of academic or social misconduct, deceive, or steal. The strength of the Honor System derives from the commitment of each and every student to uphold its ideals.

The Honor System is jointly administered by the dean of student services, the associate dean/judicial officer, the Honor and Ethics

Council, and the Judicial Council. Complete details are available at the Office of the Dean of Student Services.

Summary of Computing Rights and Responsibilities

The policy applies to all computer and computer communication facilities owned, leased, operated, or contracted by the University. This includes, but is not limited to, word processing equipment, microcomputers, mini-computers, mainframes, computer networks, computer peripherals, and software, whether used for administration, research, teaching, or other purposes. The policy extends to any use of University facilities to access computers elsewhere.

Wake Forest University provides each of its students and faculty with a computer and an e-mail account. Outside of the classroom, e-mail is an important means of communication between faculty, staff, and students. It is the responsibility of the student to regularly monitor his or her Wake Forest e-mail account for University communications.

Basic Principles. The University's computing resources are for instructional and research use by the students, faculty, and staff of Wake Forest University. Ethical standards that apply to other University activities (Honor and Ethics System, the Social Regulations and Policies, and all local, state, and federal laws) apply equally to use of campus computing facilities.

As in all aspects of University life, users of computing facilities should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are just as wrong in the context of computing systems as they are in all other domains.

Use of campus facilities is restricted to authorized users. An "authorized user" is an individual who has been assigned a login ID and password by Information Systems staff

(on any relevant system), or by an authorized agent. Individual users are responsible for the proper use of their accounts, including the protection of their login IDs and passwords. Users are also responsible for reporting any activities that they believe to be in violation of this policy, just as students are responsible for reporting Honor and Ethics System violations.

Individuals should use these facilities:

- *in a manner consistent with the terms under which they were granted access to them;*
- *in a way that respects the rights and privacy of other users; so as not to interfere with or violate the normal, appropriate use of these facilities; and*
- *in a responsible and efficient manner.*

Abusive activities which are already covered under other University policies are to be handled in the same way, and by the same authorities, as if a computer had not been involved, following established guidelines.

Systems Monitoring. This statement serves as notice to all users of campus computing systems that regular monitoring of system activities may occur. Only designated staff of Information Systems have authorization to engage in systems monitoring.

Privacy. All individuals, including members of the Information Systems staff, should respect the privacy of other authorized users. Thus they should respect the rights of other users to security of files, confidentiality of data, and the ownership of their own work. Nonetheless, in order to enforce the policies set out here, designated Information Systems staff are permitted to monitor activity on local computing systems.

In the event that staff should investigate a user, a record of the investigation shall be placed in a permanent file to be kept in Information Systems, beyond the standard log of all systems monitoring. This record shall state why the user was investigated, what

files were examined, and the results of the investigation. Information Systems staff shall not reveal the contents of users' files, users' activities, or the record of investigations except in the following cases (and then only with the approval of the chief information officer or the provost):

- *Evidence of Honor and Ethics System or Social Regulations and Policies violations will be referred to the dean of the appropriate school or to the dean of student services.*
- *Evidence of improper activities by University employees will be referred to the director of human resources or the appropriate University officers.*
- *Evidence of violations of law will be referred to the appropriate law enforcement officials.*

Disciplinary Actions. Substantial evidence of a violation of the principles described in this policy statement may result in disciplinary action. As stated above, in cases where a policy already exists, and the only difference is that a computer was used to perform the activity, such action will be taken through appropriate University channels such as administrative procedures, the Honor and Ethics Council, the Graduate Council, or other supervisory authority to which the individual is subject. Violation of state or federal statutes may result in civil or criminal proceedings. Otherwise, those who engage in computer violations are subject to the authority of Information Systems.

Violation of the policies articulated here may result in one or more of the following, plus any additional actions deemed appropriate by Information Systems:

- *Suspension of one's ability to perform interactive logins on relevant machines on campus.*
- *Suspension of one's ability to login to a campus network.*
- *Suspension of one's ability to send e-mail.*
- *Suspension of one's ability to receive e-mail.*

- *Increased monitoring of further computer activity (beyond normal systems monitoring).*

Any disciplinary action taken by Information Systems may be revoked and/or modified by the provost of the University or anyone the provost designates to deal with such matters.

Locating Computing Policy Information and Policy Updates. The above summary is based on the "Policy on Ethical and Responsible Use of Computing Resources" and other computing policies. These policies may be updated, shortened, or expanded from time to time. Full policies can be reviewed online at www.wfu.edu/is.

Student Complaints

Situations may arise in which a student believes that he or she has not received fair treatment by a representative of the University or has a complaint about the performance, actions, or inaction of the staff or faculty affecting a student. The procedure for bringing these issues to the appropriate person or body is outlined here. Students are encouraged to seek assistance from their advisers or another member of the faculty or staff in evaluating the nature of their complaints or deciding on an appropriate course of action.

A complaint should first be directed as soon as possible to the person or persons whose actions or inactions have given rise to the problem—not later than three months after the event. For complaints in the academic setting, the student should talk personally with the instructor. Should the student and instructor be unable to resolve the conflict, the student, if unsatisfied, should then turn to the chair of the involved department (the dean in the Calloway School) for assistance. The chair (or dean) will meet with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may appeal to the Committee on

Academic Affairs which will study the matter, work with the parties, and reach a final resolution.

Students having complaints outside the academic setting, and who have been unable to resolve the matter with the individual directly involved, should process the complaint in a timely manner through the administrative channels of the appropriate unit. Students uncertain about the proper channels are encouraged to seek advice from faculty advisers, deans' offices, or the Office of the Dean of Student Services. Complaints which rise to the level of a grievance (as determined by the earlier steps in the process) may be heard as a final appeal before a University official designated by the provost after reviewing the nature of the complaint. The committee will include a representative of the faculty and a member of the student body. The grievance must be filed in writing. Grievances not deemed frivolous by the committee will be heard. The student may be assisted during the hearing by a member of the University community.

The complaint/grievance process outlined above is meant to answer and resolve issues arising between individual students

and the University and its various offices from practices and procedures affecting that relationship. In many cases, there are mechanisms already in place for the reporting and resolution of specialized complaints (harassment and discrimination, for instance), and these should be fully used where appropriate. Violation of student conduct rules or the honor system should be addressed through the judicial process specifically designed for that purpose.

History and Development

Since 1834, Wake Forest College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

The brief history of Wake Forest appearing on page 18 is useful in understanding the University as it is today and appreciating the process through which it developed.

Chronological History of Wake Forest University

- 1834 Founded in the town of Wake Forest, North Carolina, as Wake Forest Manual Labor Institute by the Baptist State Convention of North Carolina. **Samuel Wait, president**
- 1838 Named Wake Forest College
- 1845 **William Hooper, president**
- 1849 **John Brown White, president**
- 1854 **Washington Manly Wingate, president**
- 1879 **Thomas Henderson Pritchard, president**
- 1884 **Charles Elisha Taylor, president**
- 1894 School of Law established
- 1902 Two-year School of Medicine established
- 1905 **William Louis Poteat, president**
- 1921 First summer session
- 1927 **Francis Pendleton Gaines, president**
- 1930 **Thurman D. Kitchin, president**
- 1941 Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital
- 1942 Women admitted as undergraduate students
- 1950 **Harold Wayland Tribble, president**
- 1956 Move to Winston-Salem in response to an endowment from the Z. Smith Reynolds Foundation
- 1961 Graduate School of Arts and Sciences established
- 1967 **James Ralph Scales, president**
- 1967 Change of name to Wake Forest University
- 1969 Charles H. Babcock Graduate School of Management established
- 1983 **Thomas K. Hearn Jr., president**
- 1984 Sesquicentennial anniversary
- 1986 Established governing independence from the Baptist State Convention of North Carolina
- 1995 School of Business and Accountancy is renamed the Wayne Calloway School of Business and Accountancy
- 1997 Change of name to Wake Forest University School of Medicine
- 1999 Divinity School founded
- 2005 **Nathan O. Hatch, president**



ALL STUDENTS ARE RESPONSIBLE FOR FAMILIARIZING THEMSELVES WITH THE PORTIONS OF THIS BULLETIN THAT PERTAIN TO THEIR COURSE OF STUDY. STATEMENTS CONCERNING COURSES AND EXPENSES ARE NOT TO BE REGARDED AS IRREVOCABLE CONTRACTS BETWEEN THE STUDENT AND THE INSTITUTION. THE UNIVERSITY RESERVES THE RIGHT TO CHANGE THE SCHEDULE OF CLASSES AND THE COST OF INSTRUCTION AT ANY TIME WITHIN THE STUDENT'S TERM OF RESIDENCE.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a first-year student normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college

preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

Application

An application is secured from the Office of Undergraduate Admissions in person or by mail (P.O. Box 7305, Winston-Salem, North Carolina 27109-7305) or online at www.wfu.edu/admissions. It should be completed and returned to that office no later than January 15 for the fall semester. Most admissions decisions for the fall semester are made by April 1, with prompt notification of applicants. For the spring semester, applications should be completed and returned no later than November 15. Except in emergency, the final date for applying for the fall semester is August 1 and for the spring semester, January 1. Application on this last-date basis is primarily for nonresident students.

Wake Forest accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the SAT I: Reasoning Test of The College Board or the ACT with writing test. SAT II: Subject Test scores are optional. All test scores should be sent directly to the University by Educational Testing Service. A nonrefundable \$50 fee to cover the cost of processing must accompany an application. It cannot be applied to later

charges for accepted students or refunded for others. The University reserves the right to reject any application without explanation.

A \$500 admission deposit is required of all regularly admitted students and must be sent to the Office of Undergraduate Admissions no later than May 1 following notice of acceptance. It is credited toward first semester fees and is nonrefundable. Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make a nonrefundable admission deposit within two weeks of notification. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

Wake Forest has a binding early decision plan for students who have decided conclusively that Wake Forest is their first college choice. Students may apply after completion of the junior year but no later than November 15. While early decision applicants may submit regular decision applications to other institutions, Wake Forest must be the applicant's first choice and only early decision application. Students, parents, and school counselors must sign the Early Decision Agreement stating that the applicant will enroll if admitted and will withdraw all applications to other colleges upon acceptance to Wake Forest. Early decision applicants are notified on a rolling basis after September 15, typically 4-6 weeks after the application is completed. A \$500 enrollment deposit is due January 1.

Admission of Students with Disabilities

Wake Forest College will consider the application of any qualified student, regardless of disability, on the basis of the selection criteria established by the University which include personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation.

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for individuals with disabilities. Additionally, special services are available to reasonably accommodate students with disabilities. For more information on assistance for undergraduate students, please contact Van D. Westervelt, director of the Learning Assistance Center, at (336) 758-5929 or refer to Disability Services under Campus Life on the Wake Forest Web site.

Advanced Placement and CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of The College Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempt from some basic core courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the Wayne Calloway School of Business and Accountancy.

Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the first-year (second semester), sophomore, and junior classes. Transfer students must be eligible for readmission to the last college attended and must supply a Dean's Statement(s) from all colleges attended. The Dean's Statement addresses any disciplinary action that may have been taken against the student for academic or non-academic reasons. The student must have an overall average of at least C on all college

work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering first-year students must remove the entrance conditions during the first year at Wake Forest.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

**Student Health
Information Summary Form**

All new students are required to have on file in the Student Health Service the *WFU Student Health Service Health Information Summary Form*. It must be received by the Student Health Service before July 1 for new students entering fall semester or before January 1 for new students entering spring semester. The form, which requests information regarding documentation of immunizations required by the University and the State of North Carolina, is available at <http://wfu.edu/shs>.

Immunization Policy

Wake Forest University and North Carolina State law (G.S. 130A-152) require documentation of certain immunizations for students attending a North Carolina college or university. Students must submit certification of these immunizations **PRIOR TO REGISTRATION**. *Documentation should be on or attached to the completed "WFU Student Health Service Health Information Summary Form" provided by the Student Health Service in order to assure correct identification of the student.* If you have not received the Health Information Summary form, contact the Student Health Service or you may download it from the WFUSHS Web page (www.wfu.edu/shs/docs/HIS.pdf). Acceptable documentation is a statement signed by the appropriate official(s) having custody

of the records of immunization, such as a physician, county health department director, or a certificate from a student's high school containing the approved dates of immunizations. The State statute applies to all students except those registered in off-campus courses only, attending night or weekend classes only, or taking a course load of four (4) credit hours or less.

The American College Health Association recommendations and North Carolina State Law require certification in accordance with the following:

Required:

Tetanus and Diphtheria. Students must document three doses of a combined tetanus diphtheria vaccine (DTaP, Td, or Tdap) of which one must be within ten years of enrollment.

Rubeola (Measles). Students must document two doses of live virus measles vaccine given at least thirty days apart, on or after their first birthday unless (a) they have a physician's certificate which states that they have had measles prior to 1/1/94, (b) they were born prior to 1/1/57, or (c) they have documentation of a titer indicating they are immune.

Rubella (German Measles). Students must document that they have had one dose of live virus vaccine on or after their first birthday unless (a) they have documentation of a titer indicating they are immune, or (b) they will be fifty years old before they enroll. History of the disease is not acceptable.

Mumps. Students must document that they have had two doses of live virus mumps vaccine, given at least 30 days apart, on or after their first birthday unless (a) they were born before 1/1/57, or (b) they have documentation of a titer indicating they are immune. History of the disease is not acceptable.

Polio. Students must document that they have had a trivalent polio vaccine series and a

booster on or after their fourth birthday unless they will be eighteen years old or older when they enroll.

Tuberculin Skin Test. The test is required within twelve months of the University registration date for (a) students who have been exposed to tuberculosis or (b) students whose home country is other than the United States, Australia, New Zealand, Canada, Western Europe, or Japan. If the student is known to be tuberculin-positive or if this test is positive, attach a record of treatment.

Recommended:

Hepatitis B. A three-dose series of the vaccine is recommended by the Centers for Disease Control.

Varicella. A two-dose series is recommended. Discuss with your health provider.

Meningococcal. Recommended for first-year undergraduates living in residence halls.

Quadrivalent Human Papillomavirus Vaccine (HPV). The three-dose series.

Immunizations required under North Carolina law must be documented within thirty days following registration. After that time, students with incomplete documentation of immunizations will not be permitted to attend classes. Please note that some series require several months for completion.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

Charges are due in full on August 1 for the fall semester and December 1 for the spring semester. Faculty regulations require

that student accounts be settled in full before the student is entitled to receive a transcript or diploma, or to register for the following semester or term.

If the University deems it necessary to engage the services of a collection agency or attorney to collect or to settle any dispute in connection with an unpaid balance on a student account, the student will be liable for all collection agency and/or attorney's fees, reasonable expenses, and costs incurred.

Tuition

	Per Semester	Per Year
Full-time	\$17,115	\$34,230
Part-time	\$1,420 per semester hour	
Activity Fee	\$50	\$100

Students should expect an increase yearly in tuition. However, admittance to the undergraduate College is not based on financial resources. The University meets the demonstrated financial needs of all qualified students. Students must obtain approval for part-time status prior to the beginning of the semester from the Office of the Dean of the College to be eligible for part-time tuition.

Students enrolled in the College or in the Wayne Calloway School of Business and Accountancy for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the Student Union, the University Theatre, and the Student Health Service. Part-time students are entitled to the use of the libraries, laboratories, and Student Health Service but not to the other privileges mentioned above.

Room Charges

	Per Semester	Per Year
Double occupancy	\$3,040	\$6,080

Most first-year students will pay either \$3,040 or \$3,400 per semester depending upon room

assignment location. Other room rentals range from \$2,840 to \$3,600 per semester.

Dining Choices

Dining plans allows students to enjoy all-you-care-to-eat dining for breakfast, lunch, and dinner in the Reynolda Fresh Food Company and lunch in the Magnolia Room. Dining plans are also available in either the Deacon 17 or the Deacon 14 All-in-One plan. The All-in-One plan allows one meal exchange and cash equivalency at the Benson Center Food Court per meal period.

Dining Plans

All resident students are required to sign up for a dining plan. Off-campus students may purchase a dining plan, but are not required to do so.

All students, regardless of class year, can change (increase or decrease) their meal plan through August 1, adhering to area and class year minimums. **Plan decreases are not allowed** after August 1; however, plan increases will be accepted through the second Friday after fall classes begin, adhering to area and class year minimums. Charges will not be pro-rated; extra meals will be added to the student account.

Visit www.campusdish.com/en-US/eCampus1/WakeForest for more details on all dining plan choices,.

Meals Per Week

Students receive a set number of meals per week based on the plan selected. When students eat in either the Reynolda Fresh Food Company or the Magnolia Room, a meal is subtracted from the weekly meal balance. Unused meals carry over from week to week (with the exception of the All-in-One plans) through the end of the semester, but not from one semester to the next. Dining plans are as follows:

Residential Meal Plans

FRESHMEN	
Meals Per Week	Cost Per Semester
Unlimited	\$1,880
17	\$1,495
14	\$1,370 (min. purchase req.)
Deacon 17 All-in-One	\$1,895
Deacon 14 All-in-One	\$1,730

UPPERCLASSMEN	
South & Quad Area Building Residents: Babcock, Bostwick, Collins, Johnson, Luter, Palmer, Piccolo, Davis, Kitchin, Efrid, Huffman, Poteat, Taylor.	

Meals Per Week	Cost Per Semester
Unlimited	\$1,880
17	\$1,495
14	\$1,370
10	\$1,135
8	\$ 940 (min. purchase req.)
Deacon 17 All-in-One	\$1,895
Deacon 14 All-in-One	\$1,730

North Area Building Residents: Martin, Polo, Student Apartments, Polo Road Houses, and Townhouses.	
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Meals Per Week	Cost Per Semester
Unlimited	\$1,880
17	\$1,495
14	\$1,370
10	\$1,135
8	\$ 940
5	\$ 620
40 meals per semester	\$ 305 (min. purchase req.)
Deacon 17 All-in-One	\$1,895
Deacon 14 All-in-One	\$1,730

Commuters (Off-Campus Students)

Commuters may purchase any dining plan, but are not required to do so.

Deacon Dollars

In addition to a dining plan, students may also purchase Deacon Dollars. The Deacon Dollar account is a debit account system on the student I.D. card that allows purchases

throughout campus. An amount of \$1,000 per semester is recommended for campus purchases at the Bookstore, Pizza Hut, Benson Food Court, Subway, convenience stores, and all other dining locations.

Other Charges/Fees

An admission application fee of \$50 is required with each application for admission to cover the cost of processing and is non-refundable.

An admission deposit of \$500 is required for students applying to Wake Forest University. All admissions deposits must be submitted to the director of admissions and are non-refundable. The applicable deposit is credited to the student's charges for the semester for which he or she has been accepted for admission.

Individual instruction music fees are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are payable in the Office of Financial and Accounting Services. The fee is \$260 for MUS 161 courses and \$520 for all other individual instruction courses, with a maximum fee of \$520 per semester.

Library fees are charged for lost or damaged books and are payable in the library.

A tuition deposit of \$500 is required by March 15 of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is non-refundable.

Returned check fee of \$25 is charged for each returned check by the Office of Financial and Accounting Services.

Room change fee of \$50 is charged for any unauthorized change.

Improper check-in/out residence hall fee of \$50 is charged for any student who does not follow appropriate administrative procedures.

A residence hall lock core change fee (a minimum of \$70 per lock) is charged to any student who loses his/her room/suite/apartment key(s).

For students studying abroad in a non-Wake Forest program a fee of \$1,500 is required.

Motor vehicle registration for the school year for freshmen/first-year students is \$225. For upperclassmen, the registration fee is \$325. Traffic fines range from \$20 to \$250. All students operating a vehicle on campus, whether they are operating day or night and whether or not they are owned by the operator, (including those students who reside in student apartments, theme, and satellite houses) must register their vehicles online.

Vehicle registrations must be completed within 24 hours from the first time the vehicle is brought to campus. For fall semester only, students registering vehicles online by August 15 will receive their decals at their campus mailboxes by August 31, 2007. For a vehicle to be properly registered, both the rear bumper decal and front windshield gate pass decal must be displayed.

Fines are assessed against students violating parking regulations. Please inform any visitors of parking rules and regulations. Students, faculty, and staff are responsible for their visitors. Students will be held financially responsible for citations issued to vehicles driven by family members or by friends who use a Wake Forest student's vehicle. Visitor vehicles must be reported to 758-5592 and/or registered at the Office of Parking Management, 758-6129.

Refunds of Charges and Return of Financial Aid Funds

A student who withdraws during (begins, but does not complete) a term may be entitled to a refund of certain charges as outlined in the Refund of Charges Policy. A withdrawal also affects financial aid eligibility, as outlined in the federal Return of Title IV Program Funds Policy and the Return of Non-Title IV Program Funds Policy. A student using scholarships,

grants, or loans to help pay educational expenses, whose account was paid-in-full prior to withdrawal, is likely to owe the University after withdrawal. Withdrawal procedures are coordinated by the deans of the College and the Wayne Calloway School of Business and Accountancy.

Refund of Charges Policy

A withdrawing student receives a tuition refund according to the following schedule. This schedule applies to a student who drops courses, as well as to a student who withdraws.

Tuition, fees, room rent, and related charges are not refunded for findings of responsibility within the undergraduate student judicial review process. Return of Title IV funds are handled in accordance with federal law.

Number of Weeks Attendance (Including first day of registration validation)	Percentage of Total Tuition to be Refunded
1 week	Total tuition less deposit
2 weeks	75 percent
3 weeks	50 percent
4 weeks	25 percent

A withdrawal must be official and students must return the University identification card before claiming a refund. There is no refund of room rent, activity fees, or the parking registration fee if the decal has been placed on the vehicle. Unused meal plan funds are refunded. Fees for individual instruction in the Department of Music are refunded on the same basis as tuition.

The Office of Financial and Accounting Services calculates the refund of charges, and it has available an example of the application of the University Refund of Charges policy.

If charges originally paid by financial aid funds are no longer covered after the financial aid funds are returned, the student is responsible for the remaining balance.

Return of Title IV Program Funds Policy

The 1998 amendments to the Higher Education Act (HEA) of 1965 (Section 484B), and subsequent regulations issued by the United States Department of Education (34 CFR 668.22), establish a policy for the return of Title IV, HEA Program grant and loan funds for a recipient who withdraws.

Wake Forest University does not have a leave of absence policy that would either exempt any student from the requirements of the Return of Title IV Funds policy or extend federal student loan deferment benefits.

Title IV funds subject to return include the following aid programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Academic Competitiveness Grant, National Science and Mathematics Access to Retain Talent Grant, Federal Perkins Loan, Federal Stafford Loan (subsidized and unsubsidized), and Federal PLUS Loan.

The percentage of the term completed is determined by dividing the total number of calendar days comprising the term (excluding breaks of five or more consecutive days) into the number of calendar days completed. The percentage of Title IV grant and loan funds earned is: (1) up through the 60% point in time, the percentage of the term completed, (2) after the 60% point in time, 100%.

The amount of Title IV grant and loan funds unearned is the complement of the percentage of earned Title IV funds applied to the total amount of Title IV funds disbursed (including funds that were not disbursed but could have been disbursed, i.e., post-withdrawal disbursements).

If the amount earned is less than the amount disbursed, the difference is returned to the Title IV programs. If the amount earned is greater than the amount disbursed, the difference is treated as a late disbursement in accordance with the federal rules for late disbursements.

Unearned funds, up to the amount of total institutional charges multiplied by the

unearned percentage of funds, are returned by the University; the student returns any portion of unearned funds not returned by the University.

Institutional charges (costs) include tuition and required fees, on-campus room rental, and on-campus meal plan.

The Federal Return of Title IV Funds policy requires that federal aid be considered as first applied toward institutional charges, regardless of other non-federal aid received.

A student (or parent for PLUS loans) repays the calculated amount attributable to a Title IV loan program according to the loan's terms. If repayment of grant funds by the student is required, only 50% of the unearned amount must be repaid. A student repays a Title IV grant program subject to repayment arrangements satisfactory to the University or the Secretary of Education's overpayment collection procedures.

Funds returned are credited in the following order: Unsubsidized FFEL (Stafford) Loans, Subsidized FFEL (Stafford) Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Academic Competitive Grants, National Science and Mathematics Access to Retain Talent Grants, Federal Supplemental Educational Opportunity Grants, and other Title IV funds for which a return of funds is required.

The Office of Student Financial Aid calculates the amount of unearned Title IV grant and loan funds, and it has available examples of the application of this federal policy and a copy of the relevant Code of Federal Regulations section (CFR 668.22).

Return of Non-Title IV Program Funds Policy

A student who drops to less-than-full-time enrollment within the time frame to receive a tuition refund loses eligibility for all institutional aid for the entire term. For financial aid purposes, full-time enrollment is defined as twelve or more hours each semester.

The Office of Student Financial Aid calculates the amount of Non-Title IV program funds to be returned to the various programs when a recipient withdraws. The return of Non-Title IV Program funds may be rounded to the nearest dollar for each aid source.

Return of funds to various state and private aid programs is determined by specific program rules. If rules allow, state and private loan funds are returned before gift funds. State and private funds may be retained in amounts necessary to satisfy the student's remaining University charges or adjusted need, whichever is larger.

Awards from institutional funds for which all disbursement requirements have not been met by the student prior to withdrawal are cancelled, and no disbursements are made.

Upon withdrawal, an adjusted estimated cost of attendance (COA) is established in two parts.

For an on-campus student, the first part equals the adjusted tuition and room rental charges and the standard allowance for books and supplies; the second part equals pro-rated estimates (by weeks) of meal, transportation, and personal living expenses.

For an off-campus student, the first part equals the adjusted tuition charge and the standard allowance for books and supplies; the second part equals pro-rated estimates (by weeks) of room, meal, transportation, and personal living expenses.

If the adjusted COA is greater than the full semester expected family contribution (EFC), the student retains institutional aid (in the same mix of initially-awarded gift and loan), up to the amount required to meet the adjusted need and not exceeding the initial amount(s). The EFC represents a best estimate of a family's capacity (relative to other families) to absorb, over time, the costs of education. For a withdrawing student, the full EFC is expected to support educational expenses incurred, prior to any support from aid programs. For purposes of this calculation, a student who receives only merit-based

institutional gift is considered to have an EFC equal to the full semester COA minus the amount of that gift. The order in which each institutional fund is reduced is determined on a case-by-case basis by the aid office, with the guiding principle being the return of funds to University accounts most likely to be needed by other students.

A student who withdraws after receiving a cash disbursement must repay Wake Forest scholarship funds up to the amount of Title IV funds that the University must return. Fines and other incidental charges not included in the financial aid COA are solely the responsibility of the student. Required returns of funds to all financial aid programs are made prior to the refund to the student.

Housing

All unmarried first- and second-year students with residential admission status are required to live in the residence halls, except (1) when permission is given by the director of residence life and housing for the student to live with parents or a relative in the Winston-Salem area; (2) by special arrangement when space is not available on campus; (3) the student is admitted as a non-resident student; or (4) if the student has lost residence hall space because of a Residence Halls Agreement violation or disciplinary action. Fifth-year students are ineligible for campus housing except when permitted to do so by the Office of Residence Life and Housing. Married students are not permitted to live within the residence halls. Residence halls are supervised by the director of residence life and housing, residence life coordinators, and graduate student hall directors.

The charges for residence hall rooms for 2007-2008 will range from approximately \$2,840 to \$3,600 per semester depending on the location and amenities available.

Visit www.wfu.edu/housing, the residence life and housing Web site, for more information regarding policies and procedures.

Off-Campus Housing Policy

The University has developed guidelines and policies for those undergraduate students who desire or are required to live off campus. Such policies affect apartment or other multi-family residences as well as single-family residences. All students who desire to live off campus are required to apply for off-campus housing status on an annual basis.

Each year, guideline information is provided for all undergraduate students on the residence life and housing Web page. For complete information visit www.wfu.edu/housing/residence/offcampus.html. Conditions may be placed on students who choose to live in single family areas, or students may be denied the ability to live within such a location. Students who desire to reside off campus must complete an application and obtain approval from the Office of Residence Life and Housing prior to signing off-campus leases.

Resident undergraduate students are guaranteed campus housing for eight semesters. All first- and second-year students are required to live on campus. To protect students and to give students the most options until they have had an opportunity to review this policy fully, student's must not sign any off-campus leases. Please visit the Office of Residence Life and Housing, on campus in the Benson University Center, room 101, or online at www.wfu.edu/housing.

Student Health Service

The Student Health Service promotes a healthy lifestyle through health education and health maintenance. A physician-directed medical staff offers urgent care, illness care, physical examinations, counseling, limited psychiatric care, allergy injections, immunizations, gynecological services, pharmacy, laboratory, sports medicine clinic, referral to specialists, confidential HIV testing, and travel information.

A full staff is available by appointment during clinic hours (fall and spring semesters): 8:30 a.m.-noon; 1:30 p.m.-4 p.m., Monday through Friday and Monday-Thursday during the summer. A limited staff is available for urgent care and observation 24 hours a day, seven days a week, when school is in session during the academic year. The services of the staff are covered by tuition. There is a charge for medications, laboratory tests, observation care, and some supplies and services. Payment can be made by paying cash, check, Deacon Dollars or the charge can be placed on the student's account in the Office of Financial and Accounting Services. A copy of the statement is given to the student to file with their insurance company.

Confidentiality. Medical information and records are strictly confidential. Information or records are not released to University officials, friends, or family members without the student's permission. In addition information will not be shared with therapists or physicians who are not involved in the student's immediate care without the student's permission.

Online Health Information. For more information, visit the "Campus Life" section of the Wake Forest homepage, www.wfu.edu.

Class Excuses. The health service does not issue statements or excuses for class attendance.

Health Insurance. *University policy requires that all students have health insurance.* Information about the student group insurance plan, for those not covered by a family plan, is available at www.wfu.edu/shs or www.studentresources.com. The annual rate for 2006-2007 was \$1,279. Students are strongly encouraged to review their current plan to assure adequate coverage.

Inclement Weather. When the University is closed due to inclement weather, the Student Health Service will have limited staff and will be able to provide care only for injuries

and urgent illnesses. Appointments will be rescheduled.

Retention of Medical Records. Student medical records are retained for ten years after the last treatment, after which time they are destroyed. Immunization records are kept longer.

Academic Calendar

The academic calendar of the College and the Wayne Calloway School of Business and Accountancy includes a fall semester beginning in late August and ending in December, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

Orientation and Advising

A required orientation program for new students in the College precedes first-time registration. An academic adviser provides guidance during and between registration periods throughout the student's first and second years. Advisers meet with students both individually and in small groups. A face-to-face meeting with the adviser is required before all registration periods. Students are encouraged to take the initiative in arranging additional meetings at any time to seek advice or other assistance. The adviser suggests and approves courses of instruction until the student declares a major toward the end of the second year. Then, a new adviser is assigned.

Registration

Registration for continuing students in the College and the Wayne Calloway School of Business and Accountancy occurs in April for the fall and summer terms, and in November for the spring term. New and readmitted students register at the beginning of the term in which they first enroll. Consultation with the academic adviser must be completed before registration. Confirmation of enrollment is

required before classes begin each term. All tuition and fees must be paid in full to the Office of Financial and Accounting Services before confirmation.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of hours. Most courses in the College and the Wayne Calloway School of Business and Accountancy have a value of three hours, but may vary from one-half hour to nine. The normal load for a full-time student is fifteen hours per semester, with a maximum of seventeen permitted without special permission. A student wishing to register for more than seventeen hours per semester must seek the permission of the academic adviser and the appropriate dean once the drop-add period begins. Students wishing to take more than eighteen hours must petition the Committee on Academic Affairs after consulting the academic adviser and the appropriate dean. Non-business or non-accounting majors wishing to take courses in the Calloway School must have met the specific courses' prerequisites and have permission of the instructor. Enrollment in the course is subject to space availability.

Twelve hours per semester constitute minimum full-time registration at the University. (Recipients of North Carolina Legislative Tuition Grants must be enrolled by the tenth day of classes in spring and by October 1 in the fall for at least twelve hours. Recipients of Wake Forest scholarships and loans, as well as some types of federal aid, must be enrolled for at least twelve hours. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student who feels that he or she has valid and compelling reasons to register for more than seventeen hours per semester must seek permission of the adviser and the appropriate dean no earlier than the first day of class. Only if both the adviser and the dean agree

that the proposed course load is needed and in the best interest of the student will permission be granted.

The requirements for classification after the first year are as follows:

Sophomore—completion of no fewer than 25 hours toward a degree;

Junior—completion of no fewer than 55 hours toward a degree;

Senior—completion of no fewer than 87 hours toward a degree.

Part-time Students

A student may not register for fewer than twelve hours without specific permission from the appropriate dean to register as a part-time student. A student may not register for part-time status, i.e., fewer than twelve hours in a single semester, without specific permission of the appropriate dean prior to the last day to add a course. Approval for part-time status requires that students pay for such work on a per hour basis. Petitions for part-time status after the last day to add a course will be denied, except in the case of special circumstances, and the student will be required to pay full tuition. Part-time students may be ineligible for campus housing unless an exception is made by the Office of Residence Life and Housing.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or

that of the class to suffer because of absence or lateness may be referred by the instructor to the dean of the College or to the dean of the Wayne Calloway School of Business and Accountancy for suitable action. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the Wayne Calloway School of Business and Accountancy.

Students who miss class, while acting as duly authorized representatives of the University at events and times approved by the appropriate dean, are considered excused. The undergraduate faculties are sensitive to the religious practices of members of the student body. At the beginning of the semester, students who will be absent from class for religious observances should confer with the instructor(s) about the date of the absence. The disposition of missed assignments will be arranged between instructor and student. Students anticipating many excused absences should consult the instructor before enrolling in classes in which attendance and class participation count heavily toward the grade. For policies pertaining to absences resulting from illness, please see the statement on the Student Health Service and class excuses in the *Student Handbook*.

Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or the Wayne Calloway School of Business and Accountancy; for others the fee is \$50 per hour. Permission of the instructor is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor.

Although an auditor receives no credit, a notation of *audit* is made on the final grade

report and entered on the record of students who have met the instructor's requirements. An audit may not be changed to a credit course or a credit course changed to an audit after the first official day of classes for each semester or term.

Dropping a Course

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *on or before* this date must follow the procedure prescribed by the registrar. *After* this date, a student who wishes to drop a course must consult his or her academic adviser, the course instructor, and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, as appropriate. If the dean approves the request, he or she authorizes the student to discontinue the course. Except in cases of emergency, the grade in the course will be recorded as F.

If, at any time, a student drops any course without prior written approval of the appropriate dean, the student will be subject to such penalties imposed by the Committee on Academic Affairs.

Drop/add of Partial-semester Courses

Students enrolling in classes beginning after the opening of the term and lasting for shorter durations, such as four, five or seven and a half weeks, may add those classes any time prior to the beginning of the class as space permits, and up to five days after the class begins, with permission of the instructor. Students needing to drop such classes may do so for up to five days after the class begins, without a dean's permission.

Withdrawal

A student who finds it necessary to withdraw from the College or the Wayne Calloway School of Business and Accountancy must do so through the office of the appropriate dean.

With the approval of the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, no grades are recorded for the student for that semester, but the student's standing in courses at the time of the withdrawal may be taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the Wayne Calloway School of Business and Accountancy without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Withdrawal from the College or the Calloway School cannot be finalized until ThinkPads, printers, connecting cables, WFU ID cards, residence hall keys (if applicable) and mailbox keys, along with any other pertinent University property items, have been returned to the appropriate offices.

Tuition, fees, room rent, and related charges will not be refunded for findings of responsibility within the undergraduate student judicial review process. Return of Title IV funds will be handled in accordance with federal law.

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the Honor and Ethics System adopted by the student body and approved by the faculty.

Grading

For most courses carrying undergraduate credit, there are twelve final grades: A (exceptionally high achievement), A-, B+, B (superior), B-, C+, C (satisfactory), C-, D+, D, D- (passing but unsatisfactory), F (failure), and I (incomplete).

Grade of I. The grade of I may be assigned only when a student fails to complete the

work of a course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes the grade of F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

NR. "NR" (Not Reported) is an administrative designation that indicates that a faculty member has not reported a grade. Unless a grade is recorded within forty-five days after the student enters his or her next semester, the NR automatically becomes the grade of F.

Grade Points. Grades are assigned grade points per hour for the computation of academic averages, class standing, and eligibility for continuation, as follows:

for each grade of A	4.00 points
for each grade of A-	3.67 points
for each grade of B+	3.33 points
for each grade of B	3.00 points
for each grade of B-	2.67 points
for each grade of C+	2.33 points
for each grade of C	2.00 points
for each grade of C-	1.67 points
for each grade of D+	1.33 points
for each grade of D	1.00 points
for each grade of D-	0.67 points
for each grade of F	no points

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the College makes available the option, under certain conditions, of registering in courses on a pass/fail basis. Courses taken under the pass/fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the grade point average. In no case may a student change from grade to pass/fail mode or from pass/fail to grade mode after the last date to add a course. The last date to add a course is noted in the calendar at the front of this bulletin.

A student may count toward the degree no more than eighteen hours taken on a pass/fail basis. First- and second-year students are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Third- and fourth-year students may elect as many as twelve hours on a pass/fail basis, but no more than four hours in a given semester. Courses used to fulfill core, quantitative reasoning, cultural diversity, major, or minor requirements may not be taken on a pass/fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise.

No courses in the Calloway School can be taken pass/fail unless they are offered only on that basis.

Grade Reports and Transcripts

An electronic midterm report and a final report of grades are available to students by the registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

Transcripts of the permanent educational record will be issued to students upon written request unless there are unpaid financial obligations to the University or other unresolved issues. Copies of a student's cumulative record are issued by the registrar.

Under the law, the University has the right to inform parents of dependent students and certain other qualified individuals of the contents of educational records.

Dean's List

The Dean's List is issued after the end of the fall and spring semesters. It includes all full-time, degree-seeking students in the College and the Wayne Calloway School of Business and Accountancy who have a grade point average of 3.0 or better for a full-time course load in the semester and who have earned no grade below C during the semester.

Graduation Distinctions

Graduation distinctions are determined by the grade-point system and are based entirely on grades earned in Wake Forest courses. A degree candidate with a cumulative average of not less than 3.8 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a cumulative average of not less than 3.6 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a cumulative average of not less than 3.4 for all courses attempted is graduated with the distinction *cum laude*. Details are available in the Office of the Registrar.

Repetition of Courses

A student may repeat at Wake Forest a Wake Forest course for which he or she has received a grade of C- or lower. In this case, all grades received will be shown on the transcript, but the course may be counted only one time for credit. If a student fails a course previously passed, the hours originally earned will not be lost. For purposes of determining the cumulative grade point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of F in consequence of an honor violation. Students seeking to repeat ENG 105 must petition the English department.

Probation

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as determined by the Committee on Academic Affairs. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, such as failing to attend class regularly or to complete papers, examinations, or other work on time.

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with one of the academic deans, petition the Committee on Academic Affairs for further consideration of his or her status.

In deciding whether to permit exceptions to the foregoing eligibility requirements, the Committee on Academic Affairs will take into account such factors as convictions for violations of the College honor code or social conduct code, violations of the law, and any other behavior demonstrating disrespect for the rights of others.

Any student convicted of violating the honor code is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity or sorority until the end of their probationary period.

No student on social or academic probation or suspension from Wake Forest may take coursework at another institution and have that work transferred to Wake Forest for credit.

Requirements for Continuation

A student’s academic eligibility to continue is determined by the number of hours passed and the grade point average. The number of hours passed is the sum of the hours transferred from other institutions and the hours earned in the undergraduate schools of the University. The grade point average is computed only on work attempted in the undergraduate schools of the University and excludes both non-credit and pass/fail courses.

Students are expected to make reasonable and systematic progress toward the accomplishment of their degree programs. To be eligible to continue in the College, students must maintain:

for hours passed	a minimum cum. GPA of
fewer than 30	1.45
at least 30, fewer than 60	1.60
at least 60, fewer than 90	1.75
90 and above	1.90

Students are responsible for knowing their academic standing at all times. Any student whose GPA falls below the required minimum will have a grace period of one semester to raise the average to the required level. Students also have the option of attending summer school at Wake Forest in an effort to raise the average.

The Committee on Academic Affairs will suspend students who earn six or fewer grade points in any given semester in courses other than EDU 353; military science courses; MUS 111-129 (ensemble courses); DCE 128; and elective 100-level courses in health and exercise science. In cases where failure was due to circumstances beyond the student’s control, he or she may appeal to the Committee for an exception.

Any student who is in academic difficulty is urged to seek advice and counsel from his or her academic adviser, from the Office of the Dean of the College, from the Learning Assistance Center, and from the University Counseling Center.

A student who has or develops a health problem which, in the judgment of the director of the Student Health Service creates a danger to the safety and well-being of the student or others, may be required to withdraw until the problem is resolved.

Requirements for Readmission

The Committee on Academic Affairs oversees the readmission of former students. In making a decision on whether to readmit, the Committee considers both the academic and non-academic records of the student.

To be readmitted, a student must have previously attended Wake Forest University. Students who have been graduated with an undergraduate degree from the College or the

Calloway School of Business and Accountancy may apply for readmission as post-graduate, unclassified students.

Students who have been ineligible to continue for academic reasons must present to the Committee an intentional plan to raise their academic standing to acceptable standards.

A student who withdraws from the University for medical or psychological reasons must submit documentation from his or her physician or therapist to either the director of the Student Health Service or the director of the University Counseling Center attesting to his or her readiness to resume a full academic program. The physician or therapist should also provide professional guidance to these directors as to the nature of the student's ongoing care once readmitted.

Students whose withdrawals from the University were as the result of an honor or judicial conviction must satisfy fully any sanctions placed upon them prior to being considered for readmission. In addition to University-imposed sanctions, other non-academic grounds for denial of readmission may include violations of the law of the land and behaviors that have demonstrated disregard for the rights of others.

Should a student, upon leaving the University, fail to comply with the proper withdrawal procedures, "holds" may be placed upon his/her record that will prevent readmission consideration until such matters are resolved.

Any readmitted student who hopes to receive transfer consideration for work done elsewhere must provide the University with a properly documented statement attesting to his/her good standing at the institution from which the transfer credit would come. Additionally, an official copy of the student's transcript must be made available to the Office of the Registrar at Wake Forest University.

No student on social or academic probation or suspension from Wake Forest may take coursework at another institution and have that work transferred to Wake Forest for credit.

Summer Study

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

To be eligible to take summer courses at another college or university, the student must have a cumulative grade point average of no less than 2.0 and must obtain advance approval through the registrar's office, and in some cases, the Office of the Dean of Wake Forest College or the dean of the Wayne Calloway School of Business and Accountancy. All transfer work taken after enrollment at Wake Forest must be taken in an approved four-year institution.

Courses taken outside the U.S. require, in addition, prior approval from the Center for International Studies. Students must obtain a course approval form from the Center for International Studies.

Transfer Credit

All work attempted in other colleges and universities must be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade point average of no less than 2.0, must not be on probation or suspension from Wake Forest, and must obtain departmental approval in advance. For entering transfer students, credit may be accepted from accredited colleges and universities, including two-year colleges. For enrolled Wake Forest students and students readmitted to Wake Forest, transfer credit is accepted only from approved four-year institutions. For transfer hours to be accepted, the grade in any course must be C or better. Courses completed at other colleges or universities with the grade of C- or lower are not awarded transfer hours in Wake Forest. (Refer to the Requirements for Degrees section of this bulletin for additional information.) A maximum of thirty-six Wake Forest hours can be earned from the Gymnasium, Lyceum, French Baccalaureate, or equivalent programs.

For students transferring courses on a quarter-hour system, semester hours may be assigned on the basis that one quarter hour times 0.67 equals one semester hour. No course may receive a higher conversion value than the value of the Wake Forest course.

Applications for transfer credit from distance learning courses are evaluated on an individual basis. Only those courses approved by the appropriate department chair are accepted. No more than six hours may be earned from such courses. It is the responsibility of the student to disclose to the registrar whether a class is a distance learning class. This does not apply to courses taken over the N.C. Interactive Video Network.

Dual enrollment courses, college level courses taken at institutions other than Wake Forest, are treated as transfer credit so long as the given course meets the University's standard criteria for transfer credit.

Independent Study, Individual Study, Directed Reading and Internships

Such work is ordinarily reserved for junior and senior students in the undergraduate schools. Any student requesting approval for such a course must possess a cumulative grade point average of no less than 2.0 in Wake Forest courses. All such course requests

must be approved by the appropriate department. The academic requirements should be completed during the semester in which a student is enrolled.

The number of hours the student registers for in an independent study, individual study, directed reading, or internship course may not be changed during the add period unless approved by the sponsoring faculty member.

Eligibility for Study Abroad

To receive academic credit for courses taken outside the U.S. on an approved non-Wake Forest University program, students must:

- 1. Not be on probation or suspension** from Wake Forest,
- 2. Obtain approval of the program from the Center for International Studies** before applying,
- 3. Fulfill all required steps of the study abroad process** as outlined by the Center for International Studies, and
- 4. Attend a mandatory pre-departure orientation.**

No student possessing less than a 2.0 cumulative grade point average in either of the undergraduate schools will receive credit on a non-Wake Forest study abroad program.

Scholarships and Loans



*ANY STUDENT REGULARLY ADMITTED
TO WAKE FOREST COLLEGE WHO
DEMONSTRATES FINANCIAL NEED WILL
RECEIVE ASSISTANCE COMMENSURATE
WITH THAT NEED.*

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Aid applicants must be enrolled as undergraduates or accepted for admission. Full-time students are eligible to apply for institutional funds; other degree-seeking students are eligible to apply for federal funds. For financial aid purposes, full-time enrollment is defined as twelve or more hours each semester. A number of scholarships are based upon merit; need is a factor in the awarding of most financial aid. The annual calculation of need, and therefore the amount of an award, may vary from year to year.

Additional scholarship assistance not listed herein is offered to student athletes through the Department of Athletics and is governed by NCAA rules. The Committee may revoke financial aid for unsatisfactory academic performance, for violation of University regulations including its honor code, or for violations of federal, state, or local laws. Applications should be requested from the Office of Merit-Based Scholarships (P.O. Box 7305) or the Office of Student Financial Aid (P.O. Box 7246), Winston-Salem, NC 27109, as appropriate.

Policy on Satisfactory Academic Progress for Financial Aid Eligibility

Evaluation of students' satisfactory academic progress for purposes of financial aid eligibility is made annually at the end of the second summer session by the Committee on Scholarships and Student Aid, to determine eligibility for the following academic year.

Institutional Financial Aid

The receipt of institutionally-controlled financial aid requires full-time enrollment (twelve or more hours) during the fall and spring semesters and a minimum cumulative grade point average of 2.00 on work attempted in the undergraduate schools of the University. Institutional aid generally is not awarded for summer sessions. Institutional aid is not awarded beyond the eighth (fall or spring) semester; this limit is prorated for transfer students. Certain institutional aid programs have higher academic and/or other requirements, which are communicated to recipients.

Federal Financial Aid

The Higher Education Act mandates that institutions of higher education establish minimum standards of satisfactory academic progress for students receiving federal financial aid. Wake Forest University makes these minimum standards applicable to all programs funded by the federal government.

To maintain academic eligibility for federal financial aid, a student must:

Complete the requirements for a bachelor's degree within the maximum number of hours attempted (including transfer hours, but excluding advanced placement hours) of 168. This limit is the same for all students pursuing a bachelor's degree, including those students

enrolled in joint bachelor's/master's degree programs. During a semester in which a student drops courses or withdraws, the maximum number of hours attempted includes those hours attempted as of the earlier of (1) the withdrawal date, or (2) the last day to drop a course without penalty (as published in the academic calendar).

Pass at least two-thirds of those hours attempted during each academic year (including pass/fail courses, and hours attempted as a visiting or unclassified student) in the undergraduate schools of the University. The academic year begins with the fall semester and concludes with the second summer session. Incompletes count as hours attempted, unless from a non-credit course. Audited classes do not count as hours attempted. During a semester in which a student drops courses or withdraws, hours attempted include those hours attempted as of the earlier of (1) the withdrawal date, or (2) the last day to drop a course without penalty (as published in the academic calendar). For purposes of this policy, hours attempted also includes all instances in which a course is repeated.

Maintain the following minimum cumulative Wake Forest University grade point average on all graded hours attempted (including incompletes from graded courses, but excluding pass/fail courses) in the undergraduate schools of the University:

For graded hours attempted....a minimum GPA of	
fewer than 30	1.45
at least 30, fewer than 60	1.60
at least 60, fewer than 90	1.75
90 and above	1.90

Thus, for example, a regular full-time student taking the normal fifteen hours of graded coursework each semester must achieve a minimum cumulative Wake Forest grade point average of 1.45 before the second year, 1.60 before the third year, and 1.75 before the fourth year.

In cases where a student repeats a course for which he or she has received a grade of C- or lower, the cumulative grade point average is calculated by considering the course as attempted only once, with the grade points assigned reflecting the highest grade received. However, this provision does not apply to any course for which the student has received the grade of F in consequence of an honor violation. During a semester in which a student drops courses or withdraws, all graded hours attempted in the undergraduate schools of the University include those graded hours attempted as of the earlier of (1) the withdrawal date, or (2) the last day to drop a course without penalty (as published in the academic calendar).

The policy of satisfactory academic progress applies only to the general eligibility for financial aid consideration. There are other federally-mandated requirements a student must meet to receive federal financial aid. For instance, certain federal loan programs also require either the passage of a period of time or the advancing of a grade level between annual maximum borrowing, regardless of general eligibility for aid. Other general student eligibility requirements for a student to receive federal financial aid are listed in *Funding Education Beyond High School: The Guide to Federal Student Aid*, a publication of the U.S. Department of Education.

Denial of aid under this policy may be appealed in writing to the Committee on Scholarships and Student Aid and mailed to P.O. Box 7246, Winston-Salem, NC 27109-7246, or delivered to the Office of Student Financial Aid, Reynolda Hall Room 4. The Committee may grant a probationary reinstatement of one semester (in exceptional cases this period may be for one full academic year) to any student, upon demonstration of extenuating circumstances documented in writing to the satisfaction of the Committee.

Examples of extenuating circumstances and appropriate documentation include, but are not necessarily limited to the following:

illness of the student or immediate family members—statement from physician that illness interfered with opportunity for satisfactory progress; death in family—statement from student or minister; temporary or permanent disability—statement from physician.

During a probationary period, students are considered to be making satisfactory academic progress under this policy and may continue to receive aid. A determination of satisfactory academic progress for any period of enrollment after the probationary period is made, upon the student's written request, at the end of the probationary period. Reinstatement after probation can be made only after the student has received credit for the appropriate percentage of work attempted with the required grade point average. Any student determined ineligible for any academic year may request a special review at the end of one semester or summer term and may thereby be reinstated for all or part of the academic year. The student must request any such mid-year review in writing; otherwise only one determination of satisfactory academic progress will be made each academic year. Reinstatement cannot be made retroactive.

Scholarships

The University's merit-based scholarship programs for entering first-year students are listed first and require separate application where noted. Other scholarship programs follow and generally do not require separate application unless noted otherwise. Students wishing to apply for any scholarship listing need as a consideration should complete the PROFILE application of the College Scholarship Service.

The Nancy Susan Reynolds Scholarship is awarded to up to six extraordinarily capable entering first-year students. Made possible through the Z. Smith Reynolds Foundation, this scholarship annually covers the costs of tuition, fees, room and board, and includes an allowance for books and personal expenses.

Scholars may receive up to \$2,000 each summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The Graylyn Scholarship is awarded to an entering first-year student to recognize leadership and academic excellence. Made possible by the Graylyn International Conference Center, this scholarship annually covers the costs of tuition, fees, room, and board. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The Guy T. Carswell Scholarship, awarded to entering first-year students possessing outstanding qualities of intellect and leadership, ranges in annual value from tuition to tuition, fees, room, and board. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due January 1.

The Deal Family Scholarship provides funding for the Carswell Scholarship program, with preference first to students from Catawba, Caldwell, Burke, and Alexander Counties, NC; second to other North Carolinians; and third to other students.

The Gentry Family Scholarship provides funding for the Carswell Scholarship program, to needy recipients.

The Joseph G. Gordon Scholarship is awarded to up to seven entering first-year students showing exceptional promise and leadership potential who are members of constituencies traditionally underrepresented in the College. Made possible through the Z. Smith Reynolds Foundation and the University, this scholarship annually covers the cost of tuition. The Merit-Based Scholarships Application is due January 1.

The Merit Supplemental Scholarship is awarded to entering first-year students showing exceptional promise and leadership potential

who are members of constituencies traditionally underrepresented in the College. The Merit-Based Scholarships Application is due January 1.

The Presidential Scholarship for Distinguished Achievement, valued at \$11,200 annually, is awarded to up to twenty entering first-year students based on exceptional talent in art, community service, dance, debate, entrepreneurship, leadership, music, theatre, and writing. A separate application is due December 1.

The Annenberg Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership, with preference to students who express strong communication skills, such as in the areas of writing or debate.

The Russell Brantley Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists a student based on merit and exceptional talent in writing, with preference to creative writers.

The Burchfield Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists a student based on merit, exceptional talent, and leadership.

The Ceruzzi Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The Steven & Laurie Eskind Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists a student based on merit, exceptional talent, and leadership.

The Kitty Green Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The Louise Patton Hearn Scholarship for Human Service, as part of the Presidential Scholarships for Distinguished Achievement program, assists students who have demonstrated exceptional service to improve others' well-being and who show interest and potential in leading others to make similar contributions to humanity.

The J. Everett Hunter Family Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership, with preference to students with a strong commitment to community service.

The Hurst Family Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The Milhaupt Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The Strobel Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The Thorkelson Presidential Scholarship, as part of the Presidential Scholarships for Distinguished Achievement program, assists students based on merit, exceptional talent, and leadership.

The William Louis Poteat Scholarship, valued at \$11,200 annually, is awarded to up to twenty entering first-year students who are active members of a North Carolina Baptist church and are likely to make significant contributions to church and society. Financial need is a significant factor in the selection of most recipients. A separate application is due January 1.

The Ben T. Aycock Jr./Minta Aycock McNally Scholarship supports the William Louis Poteat Scholarship program.

The Rev. Benjamin S. Beach Scholarship supports the William Louis Poteat Scholarship program.

The Rev. Edgar Douglas & Jean Sholar Christman Scholarship, established by the Ministerial Council of Wake Forest University, supports the William Louis Poteat Scholarship program.

The Cockman/Gore Scholarship supports the William Louis Poteat Scholarship program.

The H. Max Craig Jr. Scholarship, established by Winfred Norman Hasty Jr., supports the William Louis Poteat Scholarship program.

The Nathan D. Dail Scholarship, established by Robert L. & Barbara D. Whiteman, supports the William Louis Poteat Scholarship program.

The Davis Poteat Scholarship supports the William Louis Poteat Scholarship program.

The Evans Family Scholarship, established by Ernest L. & Austine O. Evans, supports the William Louis Poteat Scholarship program.

The W.D. & Alberta B. Holleman Memorial Scholarship supports the William Louis Poteat Scholarship program.

The E. Glen & Joyce Holt Scholarship supports the William Louis Poteat Scholarship program.

The Walter & Eva Reynolds Scholarship supports the William Louis Poteat Scholarship program.

The Roy & Doris Smith Scholarship supports the William Louis Poteat Scholarship program.

The Minnie & Fred Stone Scholarship supports the William Louis Poteat Scholarship program.

The Army Reserve Officers' Training Corps (AROTC) Scholarships are awarded for academic and personal achievement and pay annually an amount determined by the U.S. Army for tuition; a flat rate for texts,

equipment, and supplies; and a subsistence allowance. Recipients must enroll and fully participate in Army ROTC. Four-year AROTC scholarships are applied for during the latter part of the junior or the early part of the senior year of high school. Two- and three-year AROTC scholarships are applied for during the sophomore and freshman years, respectively, through the Department of Military Science.

The Dr. George E. & Lila C. Bradford Scholarship, valued at full tuition annually, is awarded to an outstanding entering first-year student with an intent and capacity to prepare for a career in medicine. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due January 1.

The Junius C. & Eliza P. Brown Scholarships assist needy and worthy residents of North Carolina, with preference to residents of Rockingham County, NC. For entering first-year students, the Merit-Based Scholarships Application is due January 1.

The Robert P. & Dorothy Caldwell Scholarship is awarded to entering first-year students based on academic achievement, leadership, community service, and a commitment to helping others. A portion of these funds gives preference to needy students from Gaston and Catawba, NC, counties. The Merit-Based Scholarships Application is due January 1.

The Gary Franklin Culler Scholarship is awarded to entering first-year students based on ability and leadership potential, with preference to students from High Point, NC. The Merit-Based Scholarships Application is due by January 1.

The Egbert L. Davis Jr. Scholarship is awarded to entering first-year students from North Carolina demonstrating outstanding academic performance, diligence, integrity, character, leadership, and reasonable athletic competence. Awards are renewable based on

a B average, exemplary personal conduct, and participation in the religious life of the University. The Merit-Based Scholarships Application is due January 1.

The George Foster Hankins Scholarships assist needy and worthy residents of North Carolina or children of alumni/ae living in other states with preference to residents of Davidson County, NC. For entering first-year students, the Merit-Based Scholarships Application is due January 1.

The Heritage Scholarship is awarded to needy entering first-year students who represent the traditional constituency of the student body and who show outstanding academic achievement or potential, a high degree of intellectual curiosity, the enthusiasm and courage to take advantage of a college opportunity, a sense of service and social responsibility, and perhaps special talent in some aspect of the liberal arts.

The Holding Scholarship, valued at up to full tuition annually, is awarded to an entering first-year student from North Carolina (with strong preference to eastern North Carolina) demonstrating strong academic talent and exceptional promise in civic leadership. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The Marcus C. Miller Scholarship is awarded to an entering first-year student who has demonstrated innovative use of information technology. The Merit-Based Scholarships Application is due January 1.

The Leroy & Teresa Robinson Scholarship is awarded to entering first-year students from the high schools in Montgomery County, NC, based on academic achievement, diligence, integrity, character, and leadership. The Merit-Based Scholarships Application is due January 1.

The K. Wayne Smith Scholarship is awarded to needy entering first-year students, with

preference to residents of Catawba, Burke, Caldwell, and Alexander Counties, NC, and to children of full-time employees of OCLC, Inc. of Dublin, OH. The Merit-Based Scholarships Application is due January 1.

The Zachary T. Smith Leadership Scholarship, established by the Z. Smith Reynolds Foundation, is awarded to needy entering first-year students from North Carolina with outstanding leadership evidence and promise, often to reduce loan expectations.

The Kenneth Monroe Tucker Scholarship is awarded to entering first-year students, with preference to students from Wilkes, New Hanover, or Brunswick Counties, NC. The Merit-Based Scholarships Application is due January 1.

The USX Scholarship is awarded to entering first-year students based on academic performance and leadership, with preference to children of USX Corporation or its eligible subsidiaries. The Merit-Based Scholarships Application is due January 1.

The Wake Forest National Merit Scholarship is awarded to four entering first-year students selected by the scholarship committee. The annual value is \$750, and can increase up to \$2,000 based on demonstrated need. To be considered, students must designate Wake Forest as their first-choice college in the NMSC testing program.

The O.W. Wilson Scholarship, valued at full tuition annually, is awarded to an entering first-year student with superior records and excellent potential. Scholars may receive up to \$2,000 at least one summer for approved travel or study projects. The Merit-Based Scholarships Application is due December 1.

The Page W. Acree Humanities in Science Scholarship assists students majoring in chemistry, physics, biology, mathematics, or computer science, who have career objectives in medicine or science-related fields that require human service, and who wish to take unrequired

academic work in the humanities. A separate application to the dean of the College is required.

The Matthew James Alexander Scholarship assists needy students in the Wake Forest Dijon, France, program.

The Henry M. & Ruth Williams Alford Scholarship assists needy students who have graduated from the public schools of either the City of Clinton, Sampson County, or Duplin County, NC.

The Charles I. & Louise Allen Scholarship assists students planning medical careers, based on ability and need.

The Alumni & General Scholarship assists students selected by the scholarship committee.

The Theresa Mae Arnold Scholarship is awarded based on ability and need.

The Camillo Artom Fund for Italian Studies assists well-qualified, needy students. A separate application to the provost is required.

The Baker-Martin Scholarship assists needy students who have earned their high school diploma in North Carolina and whose parents (one or both) are employed in education or government. Preference is given to residents of Cabarrus or Nash Counties, NC.

The Hubbard & Lucy Ball Scholarship is awarded based on ability and need.

The Bank of America Leadership Scholarship assists students majoring in the Calloway School of Business and Accountancy and the Department of Economics, with preference to needy students and to students who help achieve and sustain the diversity of the student body. Application is made through the Wayne Calloway School of Business and Accountancy and the Department of Economics.

The Donald Alan Baur Memorial Scholarship is awarded based on leadership, dedication, competitiveness, and citizenship, with preference to members of Sigma Chi Fraternity.

The Gaither M. Beam Sr. Scholarship is awarded based on ability and need, with preference to residents of Franklin County, NC.

The George M. & Daisy Olive Beavers Scholarship assists one student on the basis of leadership, citizenship, and character.

The James Wallace Beavers Scholarship assists first-year students and may be renewed for three years of undergraduate study.

The Becton Family Scholarship assists a premedical student based on ability and need, with first preference to students from Augusta, GA, and second to other students from Georgia.

The J. Irvin Biggs Scholarship is awarded based on ability and need, with preference to students from Lumberton or Robeson Counties, NC.

The Blackbyrd Scholarship assists a chemistry major, with preference to the student having the second highest overall grade point average.

The Jean Boatwright Scholarship assists students from middle income families, with preference to students who have exhibited strong community service.

The John W. Boatwright Scholarship is based on leadership. Need may be considered but is not a required or controlling factor.

The Ann Levitt Brenner Scholarship, established by M. Van Brenner, Richard A. and Felice R. Brenner, and Lawrence M. and Sally B. Wolfish, assists needy students, with preference to females who do not receive an athletic scholarship.

The B. Macon Brewer Scholarship assists undergraduate students. Need may be considered but is not a required or controlling factor.

The Robert C. Bridger Jr. Scholarship assists a senior major in the Wayne Calloway School of Business and Accountancy, based on ability and need, with preference to residents of Bladen County, NC. Application is made

through the Wayne Calloway School of Business and Accountancy.

The Thomas H. Briggs Scholarship assists deserving students.

The William D. Brigman Scholarship assists a student in the Wayne Calloway School of Business and Accountancy based on ability and leadership. Application is made through the Wayne Calloway School of Business and Accountancy.

The H. Grady Britt Scholarship assists students in the Department of Biology.

The Claude U. Broach Scholarship gives preference to students from St. John's Baptist Church of Charlotte, NC.

The Gov. J. Melville & Alice W. Broughton Scholarship assists a North Carolina student based on ability and need.

The Paul Clark Brown Jr. Memorial Scholarship assists a needy student studying at the Worrell House.

The Dean D.B. Bryan Memorial Scholarship is awarded based on ability and need to students planning a career in education. Recipients must work in the education field for a minimum of five years following graduation or must repay the scholarship to the University.

The Jack Buchanan Scholarship is awarded based on ability and need with preference to students from western North Carolina planning a business major.

The Julian W. & Martha B. Bunn Scholarship, established by Thomas W. & Gail W. Bunn, assists needy North Carolinians attending the Wayne Calloway School of Business and Accountancy. Application is made through the Wayne Calloway School of Business and Accountancy.

The Lib & Joyner Burns Scholarship is awarded based on ability and need, with preference first to students having a physical handicap

and second to students from Forsyth or Guilford Counties, NC.

The D. Wayne Calloway Scholarship assists students attending the Wayne Calloway School of Business and Accountancy Summer Management Program for liberal arts majors. Application is made through the Wayne Calloway School of Business and Accountancy.

The John Douglas Cannon Scholarship assists first-year students based on ability and need, with preference to students from Rock Hill, SC.

The James Lee Carver Memorial Scholarship assists needy students with preference to residents of Oxford Orphanage in Oxford, NC.

The J.D. Cave Memorial Scholarship assists a North Carolina male student who demonstrates character, a willingness to grow intellectually, and need.

The Neal M. Chastain Memorial Scholarship assists a senior business major exhibiting ability and Christian ideals. Application is made through the Wayne Calloway School of Business and Accountancy.

The Waldo C. Cheek & Evelyn K. Cheek Scholarship assists needy students.

The Chi Rho Scholarship assists members of the Christian men's a capella group Chi Rho, based on merit, leadership, dedication to Chi Rho, and a strong commitment to Christ.

The Cpl. Benny Gray Cockerham III Memorial Scholarship assists needy, well-rounded, dedicated students with a record of service to others, with preference first to students with a parent killed or permanently disabled during active military duty, and second to students with a parent in active military duty in the Marines, Navy, Coast Guard, Army, or Air Force. Recipients must maintain a minimum cumulative GPA of 2.5 to remain eligible.

The W.H. & Callie Anne Coughlin Clark Scholarship gives preference to needy students.

The Cobb Foundation Scholarship is awarded based on ability and need, with preference first to students from Oxford Orphanage or other children's homes and second to students from Granville or Vance Counties, NC.

The Elton C. Cocke Memorial Scholarship assists outstanding students majoring in biology.

The Wake Forest College Scholarship assists students with satisfactory academic records and need.

The Johnnie Collins III Drama Scholarship assists a first-year student showing promise for success in professional entertainment.

The William & Susan Collins Scholarship assists students from the Commonwealth of Virginia, with preference to students from certain counties and cities in southwestern Virginia.

The Julius Harshaw Corpening & Julius Shakespeare Corpening Scholarship assists needy students, with preference to residents of Burke County, NC, and Lancaster County, SC.

The Howard F. & Ruby C. Costello Scholarship assists needy students.

The Cotman-Proctor Scholarship assists a needy student representing those students historically underrepresented at the University.

The O.B. Crowell Memorial Scholarship is awarded based on character, need, and promise.

The Carolyn & Ira Darnell Scholarship assists needy participants in the Army ROTC program, with preference to students with demonstrated leadership ability.

The Eleanor Layfield Davis Art Scholarship assists a student with interest and ability in studio art, who has been recommended by the chair of the art department, to exemplify the talents and interests of Eleanor Layfield Davis.

The Mrs. Paul Price Davis Scholarship assists North Carolina students, with preference to residents of Baptist Children's Homes of North Carolina.

The Thomas H. Davis Business Scholarship assists a senior business major based on academic achievement, need, and potential for business leadership. Application is made through the Wayne Calloway School of Business and Accountancy.

The Otis William Deese Presidential Scholarship is awarded to needy students as a supplement to the Presidential Scholarships for Distinguished Achievement.

The Robert H. Demsey Scholarship assists needy undergraduate students, with preference to business or accountancy majors.

The John & Margaret Newett Dixon Scholarship assists needy students, with preference to students pursuing a master's degree in accountancy. Application is made through the Wayne Calloway School of Business and Accountancy.

The Justus & Elizabeth S. Drake Scholarship assists an English major with ability and need, upon the recommendation of the English department.

The Barry & Ann Griffin Driggs Scholarship assists juniors or seniors majoring in mathematics, with preference to those with need, a meritorious academic record, and an interest in applied mathematics.

The Kate Dunn-Florence Weaver Scholarship primarily assists North Carolinians, with preference to women whose college careers have been interrupted by causes beyond their reasonable control, and based on academic performance, diligence, integrity, character, and leadership.

The Fred H. Duvall Scholarship assists needy students.

The Dean Robert Dyer Scholarship Fund for International Students assists students from countries other than the United States of America. Application is made through the Center for International Studies.

The Eddins Family Scholarship assists students based on ability, character, integrity, leadership, and a desire to make a contribution in their communities, with first preference to residents of Stanly County, NC, and second preference to students from North Carolina and South Carolina.

The Amanda Edwards Memorial Scholarship assists needy students with travel expenses for study abroad in the Wake Forest Venice program, with preference to students with demonstrated commitment to community service and volunteerism.

The William Alexander Eliason Scholarship gives preference to needy students from AL, FL, GA, KY, NC, SC, TN, and VA.

The Ernst & Young International Scholarship assists an accountancy student or rising accountancy student in the master of science in accountancy program. Application is made through the Wayne Calloway School of Business and Accountancy.

The Douglas Esherick Scholarship assists a member of the Sigma Chi fraternity.

The Eubank Scholarship assists needy students from low and middle income families and students who are in the first generation of their families to attend college.

The James Grady Faulk Scholarship assists needy North Carolinians, with preference to residents of Union County.

The First Citizens South Carolina Scholarship assists needy students who have been residents of South Carolina for at least the previous five years before entering Wake Forest.

The Theodore & Freda Fisher Scholarship assists North Carolina students with need and with grade point averages in the C and low B categories.

The Bobbie Fletcher Memorial Scholarship is awarded based on ability and leadership to a female from North Carolina, possessing the qualities of kindness, thoughtfulness,

unselfishness, patience, and determination. Preference is given to needy students.

The Ralph L. Foust Scholarship assists needy and deserving students.

The Lecausey P. & Lula H. Freeman Scholarship assists a needy non-senior whose home is within the West Chowan Baptist Association of North Carolina, with preference to Bertie County students. Residents of the Roanoke Association may also be considered.

The Wallace G. Freemon Memorial Scholarship assists needy premedical students.

The F. Lee Fulton Scholarship is based on leadership, citizenship, character, ability, and need.

The James Walker Fulton Jr. Scholarship is awarded based on need and merit, with preference to students who meet one or more of the following conditions: North Carolina resident, evangelical Christian, member of Kappa Alpha, or varsity basketball player.

The Gaddy Scholarship assists needy North Carolina students, with preference to residents of Anson, Union, and Wake Counties.

The Lewis Reed Gaskin Scholarship is awarded based on ability and potential as a physician.

The Daniel Eugene & Beulah B. Gatewood Scholarship assists an undergraduate accountancy major based on merit and need. Application is made through the Wayne Calloway School of Business and Accountancy.

The A. Royall Gay Scholarship is awarded based on scholarship, character, and high ideals, with preference to residents of Youngsville, NC.

The James W. Gill Scholarship gives preference to students from Montgomery and Prince Georges Counties, MD.

The Samuel T. Gladding Scholarship assists students based on merit, leadership, and community service, with preference to students from Alabama.

The Eugene Basil Glover Memorial Scholarship is awarded based on ability and need, with slight preference to students from Halifax County, NC.

The Wallace Barger Goebel Scholarship is based on ability and need, with first preference to a student interested in literature, second preference to a student interested in history, and third preference to a student enrolled in the premedical program.

The Edward H. Greason Scholarship assists needy students, with preference to residents of Wake County, NC.

The Kitty Green & Hobart Jones College Scholarship assists needy students.

The George Washington Greene Memorial Scholarship assists the rising senior in the Delta Chapter of Phi Beta Kappa who has the highest academic average, upon the recommendation of the chair of the Delta Chapter.

The Kelley & Margaret Griffith Baptist Student Union Fund assists student members of the Baptist Student Union.

The Stanley McClayton Guthrie Scholarship assists a needy student, with preference to students from Halifax County, VA, then to children of Wake Forest alumni.

The David Hadley/Worrell House Scholarship assists a student in the Wake Forest London program who would incur excessive financial sacrifices without the scholarship.

The John Locksley Hall Scholarship assists needy North Carolinians interested in business careers, with preference to intercollegiate athletes.

The Fuller Hamrick Scholarship assists students from the Mills Home in Thomasville, NC.

The George G. & Georgine M. Harper Scholarship assists students with potential and need, with preference to North Carolinians.

The Henry Russell & Clara Stephenson Harris Scholarship assists a senior business major who plans to pursue a career in banking, based on ability and need. Application is made through the Wayne Calloway School of Business and Accountancy.

The M. Elizabeth Harris Music Scholarship assists a music major, based on ability and need, with preference to a student whose primary interest is church music.

The William R. Hartness Jr. Scholarship assists needy North Carolinians.

The Margaret S. Hasty Memorial Scholarship assists female students based on ability and need, and is renewable if the student places in the upper third of her class.

The Thomas K. Hearn Jr. Fund for Civic Responsibility recognizes and promotes civic responsibility and leadership among students.

The Robert M. Helm Leadership Scholarship assists participants in the Army ROTC program.

The Paula S. Henson Scholarship assists students from the Appalachian region.

The Elizabeth Hawks Herring Scholarship assists needy and meritorious students, with preference to sociology majors.

The Hines Family Scholarship assists needy students, with preference to North Carolinians diagnosed with a specific learning disability as defined by the Individuals with Disabilities Education Act.

The Hixson Fund provides assistance to students in the Wake Forest London program.

The Frank P. Hobgood Scholarship assists students based on character, purpose, intelligence, and need, with preference to students who plan to enter the ministry, do religious work, become teachers or lawyers, the preference being in the order named, for the residents of the Reidsville area recommended by the deacons of the First Baptist Church of Reidsville.

The J. Sam Holbrook Scholarship assists needy students.

The Forrest H. Hollifield Scholarship assists upperclass students with evidence of character and need, with preference to natives of Rowan and Rutherford Counties, NC, and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The Murray A. Honeycutt Scholarship assists a needy male student.

The Horton Family Scholarship assists needy students, with preference to North Carolinians with demonstrated serious academic ability and dedication, and commitment to civic or volunteer work or a particular talent in the arts or athletics.

The Hubert Humphrey Studies Abroad Scholarship, based on need and merit, assists students in the Wake Forest programs in London, Venice, or Vienna.

The M. Akers & Violet G. Hutchens Scholarship assists needy journalism minors.

The Jeanette Wallace Hyde Scholarship is based on need and ability, with preference to female students from Yadkin County, NC, who are political science majors or are planning to pursue a career in social work or guidance counseling.

The Stanton B. Ingram Scholarship assists needy students, with preference first to students from AL, and second to students from MS, GA, LA, TN, or FL.

The Japan Foundation Grants for study in Japan are available through application with the Center for International Studies.

The H. Broadus Jones Scholarship assists a rising senior student showing superior achievement in English and outstanding character.

The Jones-Holder Business Scholarship assists a rising senior business major. Application is made through the Wayne Calloway School of Business and Accountancy.

The Dyeann B. & Henry H. Jordan II Theatre Scholarship assists theatre majors. Application is made through the theatre department.

The John Council Joyner Sr. Scholarship is awarded based on merit and need to a North Carolinian.

The Rhoda C. & Davin E. Juckett Scholarship assists needy students with a GPA of at least 2.8.

The Jay H. Kegerreis Scholarship assists continuing students having a 3.0 grade point average, high moral character, and a willingness to work diligently and to make personal sacrifices to attend college.

The J. Lee Keiger Sr. Scholarship assists North Carolinians with preference to students from the ALLTEL-Carolina Telephone Company service region.

The George Yancey Kerr & Albert Yancey Kerr Scholarship assists needy students.

The Alice Caldwell Ketner Scholarship, established by Henry Ernest Ketner, assists needy students, with preference to males from Rowan and Cabarrus Counties, NC.

The Connie Williams King Scholarship assists residents of Nashville, TN, or Davidson County, TN, with preference to needy students.

The Kirkpatrick-Howell Memorial Scholarship assists members of the Sigma Chi Fraternity, or other students upon recommendation by the Kirkpatrick-Howell Memorial Scholarship Board.

The Krahnert-Cantin Family Scholarship assists needy students, with preference to residents of North Carolina or New Jersey who have indicated that Wake Forest is their preferred choice.

The Roena B. & Petro Kulynych Scholarship assists needy students, with preference first to students from Wilkes County, NC, and second to students from Avery County, NC.

The Kutteh Family Scholarship assists needy students with strong preference first to students from Iredell County, NC, and second to students from its contiguous counties.

The Randall D. Ledford Scholarship assists physics majors.

The E. Carwile & Garnette Hughes LeRoy Scholarship assists needy students from Bertie, Chowan, Currituck, Dare, Hertford, Hyde, Gates, Martin, Northampton, Perquimans, Pasquotank, Tyrell, or Washington Counties, NC.

The Charles L. Little Scholarship assists students with ability and need.

The Thomas D. & Betty H. Long Scholarship assists needy students, with preference to those from Person County, NC, and second to other North Carolinians.

The Lowden Family Scholarship assists needy students with preference first to students from Montgomery County and second to students from Anson, Stanly, Davidson, Randolph, Moore, or Richmond Counties, NC.

The Lowe's Food Scholarship assists students in the Wayne Calloway School of Business and Accountancy on the basis of merit and with preference to students from North Carolina and Virginia. Application is made through the Wayne Calloway School of Business and Accountancy.

The MacAnderson Scholarship assists students studying a foreign language, preferably at a university in Europe. Application is made through the student financial aid office.

The Dr. George C. Mackie Sr. Scholarship assists junior and senior premedical students based on need and merit.

The Heather Ann Maier Scholarship assists needy Christian students, with preference to female students from MD, DE, PA, NJ, NY, CT, or the District of Columbia, who are interested in pursuing a career in a business-related field.

The Elton W. Manning Scholarship assists students based on need and merit, with preference to students from eastern North Carolina.

The Lex Marsh Scholarship assists North Carolinians based on need and merit.

The James Capel Mason Scholarship assists worthy students.

The Burke M. McConnell Management Excellence Scholarship assists the senior in the Wayne Calloway School of Business and Accountancy with the highest grade point average. Application is made through the Wayne Calloway School of Business and Accountancy.

The Wilma L. McCurdy Memorial Scholarship is awarded on the basis of character, academic standing, and need.

The Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship assists a music student. Application is made through the Department of Music.

The James McDougald Scholarship assists students first from Robeson County and second from Scotland County, NC, on the basis of leadership and ethics, academic preparation, desire, community pride, and financial need.

The McGladrey & Pullen Scholarship assists a senior accountancy major based on merit, need, and interest in public accounting. Application is made through the Wayne Calloway School of Business and Accountancy.

The Robert A. & Margaret Pope McIntyre Scholarship gives preference to students from Robeson County, NC.

The Bernard F. McLeod Jr. Scholarship assists students from middle income families, with preference to North Carolinians.

The Medlin Scholarship assists students from middle income families with preference to North Carolinians.

The Jasper L. Memory Scholarship assists students selected by the Department of Education.

The Ted & Nancy Meredith Scholarship assists art majors who are taking, or planning to take, courses or studies in studio art, and who demonstrate strong academic performance, diligence, integrity, character, and leadership. Need is a consideration but not a required or controlling factor.

The Robert Lee Middleton Scholarship is awarded based on character, purpose, intelligence, and need, with preference to a student planning to enter the field of literature, accountancy, teaching, or the gospel ministry or other full-time religious work.

The Mildred Bronson Miller Scholarship assists students based on leadership, dedication, competitiveness, and citizenship.

The Gail Sawyer Moore Scholarship, established by Ernest Linwood Moore, assists North Carolina women.

The Thomas E. & Ruth Mullen Scholarship, valued at \$1,500 annually, is awarded through the Upperclass Carswell Scholarship Program to outstanding undergraduates with a minimum of one year of academic work at the University. A separate application is due October 15.

The Charlie & Addie Myers Memorial Scholarship assists preministerial students or students contributing to Christianity.

The Hiram Abif Myers III Scholarship assists a senior from Roswell High School, Roswell, GA, who best exemplifies the ideals and characteristics of Bif Myers. The candidate is recommended by the Roswell High School principal.

The R. Frank Nanney Scholarship gives preference first to students from Rutherford County, NC, and second to other North Carolinians.

The George Thompson Noel, M.D., Memorial Scholarship is based on ability and need, with preference to students from Cabarrus County and North Carolina.

The Norfleet Scholarships assist needy students.

The North Carolina Contractual Scholarship, made available by the North Carolina General Assembly through the State Contractual Scholarship Fund, is awarded to needy North Carolinians.

The Nostitz International Travel Fund assists students from middle income families, who are studying abroad in a program approved by Wake Forest in London, Vienna, or Venice.

The Gordon Alexander O'Brien Scholarship is awarded based on ability and need, with preference to students from Rockingham County, NC.

The Curtis Eugene Overby Sr. Scholarship is awarded based on ability, need, and leadership to a North Carolina junior or senior majoring in communication, with an interest in broadcasting. Preference is given to students from Forsyth, Rockingham, and Caswell Counties, NC.

The Dr. James Barry Douglas Palmer Scholarship, sponsored by the Bristol-Myers Squibb Company, assists needy juniors with a cumulative grade point average of 3.0 or greater who are biology, chemistry or physics majors with special interests in biomedical or biological sciences.

The Benjamin Wingate Parham Scholarship is awarded based on ability and need.

The Parrella Family Scholarship assists needy students, with preference to students with a career interest in a health profession, and with preference first to students from the Bronx or nearby areas, second to students from New Jersey, third to students from states contiguous to New Jersey, and fourth to students from other middle Atlantic states.

The Perkins-Prothro Foundation Scholarship assists needy Texas residents.

The H. Franklin Perritt III Memorial Scholarship assists one or more rising sophomores enrolled in the Reserve Officers' Training Corps,

based on leadership. Application is made through the Department of Military Science.

The Thomas F. Pettus Scholarship is based on merit and need, with preference to North Carolina Baptists.

The J. Robert Philpott Scholarship assists needy North Carolinians.

The Dr. Dorn Carl Pittman & Betty Mitchell Pittman Scholarship assists students from middle income families, with preference to residents of Alamance County, NC, and second preference to students whose grandparent or parent is a Wake Forest alumnus.

The Presidential Aide Scholarship is awarded by the Office of the President.

The Mark Christopher Pruitt Scholarship assists a junior or senior premedical student and a member of the Delta Omega Chapter of Kappa Sigma Fraternity, based on need and merit.

The H. Ray Pullium Scholarship is awarded based on ability and need, with preference to students from North Carolina Baptist Children's Homes.

The Beulah Lassiter and Kenneth Tyson Raynor Scholarship assists students in mathematics and English. Application is made through these two departments.

The Redwine Scholarship assists needy students.

The Mark H. Reece Sr. Scholarship, established by John E. Reece II, assists needy students, with preference to student athletes participating in a varsity sport.

The Reifler Family Scholarship assists needy students with artistic ability, with preference first to students who have declared or intend to declare a major in studio art and second to students who have declared or intend to declare a minor in studio art.

The Reinsch/Pierce Family Scholarship gives preference to students from northern Virginia.

Need may be considered but is not a required or controlling factor.

The Oliver D. & Caroline Revell Scholarship assists needy preministerial students or needy students entering full-time Christian service.

The Revelle Family Scholarship assists needy students from Northampton and Hertford Counties, with second preference to students from other areas of northeastern North Carolina.

The Reynolds North Carolina Scholarship, established by the Z. Smith Reynolds Foundation, assists needy North Carolinians from middle income families.

The William & Treva Richardson Scholarship assists undergraduate students.

The Gerald & Stephanie Roach Scholarship assists up to four incoming students up to \$4,000 each to replace loan funding, based on academic merit and need greater than \$25,000 per year, with preference to North Carolina residents.

The Roy O. Rodwell Sr. Scholarship assists a student each year up to the cost of tuition, with preference to North Carolinians.

The George D. Rovere Scholarship assists a student planning to become an athletic trainer.

The Joe & Frances Rowell Scholarship gives preference to needy and meritorious students from the Bristol, TN, area.

The William Royall Scholarship assists classical studies students, with preference to students planning travel to classical sites. Application is made through the Department of Classical Languages.

The Mike & Debbie Rubin Scholarship assists needy students with a declared or intended major in the College of Arts & Sciences.

The William Lee Rudd & Ruth Crosby Rudd Scholarship assists worthy and needy students majoring in religion.

The W. D. Sanders Scholarship is awarded for language study in Germany or Austria, to sophomores, juniors, or seniors who have completed German 153 or above. The scholarship is designated in order of priority, for summer language study, semester or year programs with the Institute of European Studies (IES), or junior year abroad programs with other institutions. Application is made through the Department of German and Russian.

The Scales International Studies Scholarship supports study outside the United States. Application is made through the Center for International Studies.

The Mark Schurmeier 9/11 Peace Fund assists undergraduate students who are residents of the U.S., based on merit and need, with preference to students directly affected by the September 11, 2001, terrorist attacks on the U.S., or other victims of political, social, or religious terrorism. The fund may also support student projects, travel, or academic studies dedicated to the reduction or elimination of terrorist activities and the promotion of peace.

The John Aaron & Vida Lee P. Senter Scholarship assists North Carolinians based on ability, diligence, integrity, character, and leadership, with preference to residents of Harnett County, NC, and active members of a Baptist church in North Carolina.

The Emily Crandall Shaw Scholarship in Liberal Arts is made through the art, English, music, and theatre departments to a student who best exemplifies a diverse interest in literature, art, music, and theatre.

The Sara Jo Brownlow Shearer Scholarship is awarded to students specializing in areas of learning disabilities.

The Franklin R. Shirley Debate Scholarship assists students with debate experience who successfully participate in the University's debate program.

The Daniel R. & Barbara F. Showlin Scholarship assists students who help achieve and sustain the diversity of the student body.

The Adelaide Alexander Sink Scholarship assists students from middle income families, with first preference to Florida residents who will help achieve and sustain the diversity of the student body, and second preference to similar residents of other states.

The Kester A. Sink Scholarship assists students from middle income families who are residents of Surry County, NC.

The John William Slate, M.D., Scholarship assists premedical students, with preference to those from western North Carolina.

The Joseph Pleasant & Marguerite Nutt Sloan Memorial Scholarship is awarded to an applied music student based on ability and need. Application is made through the Department of Music.

The Fred Smith Company Scholarship assists needy students from Johnston County, NC.

The Ann Lewallan Spencer & Lewallan Family Scholarship assists needy children of alumni.

The William K. Stamey Scholarship assists needy students from North Carolina and other nearby areas of the University's historic constituency.

The William G. Starling Scholarship assists needy students based on their ability, character, integrity, leadership, and desire to make a contribution to the community in which they live.

The C.V. Starr Foundation Scholarship assists needy students.

The Gilbert T. Stephenson Scholarship is based on ability and need to a student from Kirby Township or Northampton County, NC.

The Sigmund Sternberger Scholarship assists needy North Carolinians, with preference to students from Greensboro and Guilford County, NC.

The John Belk Stevens Scholarship in Business assists senior business majors with particular interests in retailing or marketing. Application is made through the Wayne Calloway School of Business and Accountancy.

The Edna & Ethel Stowe Scholarship gives preference to female students with a physical disability.

The J.W. Straughan Scholarship assists needy students, with preference to students from Duplin County, NC, who are interested in pursuing a medical career (especially in the field of family practice).

The Study Abroad Scholarship assists students with a minimum 3.0 grade point average through application with the Center for International Studies.

The Robert L. Sullivan Fund may be used to assist students in the biology major.

The Amos Arthur Swann Scholarship assists needy students from Sevier County, TN, or other Tennessee counties.

The Ralph Judson Sykes Scholarship assists North Carolinians based on need, moral character, and Christian fellowship.

The Saddye Stephenson & Benjamin Louis Sykes Scholarship is awarded based on Christian character, academic proficiency, and need, with preference to first-year students from North Carolina.

The Walter Low Tatum Scholarship in Mathematics provides in alternate years a renewable merit scholarship. The stipends of \$500 each for the first two years are replaced by \$5,000 awards in each of the last two years, provided that the recipient fulfills the expectation to enroll in and maintain a major in mathematics.

The Augustine John Taylor & Roby Ellis Taylor Accountancy Scholarship assists accountancy students, with preference to students with a permanent residence within fifty miles of Winston-Salem. Application is made through the Wayne Calloway School of Business and Accountancy.

The H. Howell Taylor Jr. Risk Management Scholarship assists students interested in a career in risk management. Application is made through the Wayne Calloway School of Business and Accountancy.

The Russell Taylor Scholarship assists an entering first-year student with a distinguished record in citizenship and scholarship. Preference is given to students planning careers in the areas of religion or law, students exemplifying positive principles of the Christian faith, needy students, and students from Iredell County, NC.

The Thomas C. Taylor Scholarship Fund for International Studies assists accountancy majors studying outside the U.S., or studying international studies within the U.S., based on integrity, compassion, cooperativeness, and a record of academic achievement. Application is made through the Wayne Calloway School of Business and Accountancy.

The Teague Scholarship assists needy students interested in entrepreneurship. Application is made through the Wayne Calloway School of Business and Accountancy.

The Fred N. Thompson Sr. Scholarship assists needy students, with preference to residents of Virginia counties south and east of the city of Richmond.

The Lowell & Anne Smith Tillett Scholarship assists students studying in, or whose residence is located in, Central and Eastern Europe, Russia, and other countries in the former Soviet Union. Application is made through the Center for International Studies.

The Harold Wayland & Nelle Futch Tribble Scholarship assists students with superior academic ability.

The George Nelson Turner Scholarship assists students based on leadership ability and merit, with preference to those from North Carolina, who graduated from a public high school, who were academically ranked in the

top third of the high school class, who lettered in a varsity sport while attending high school, and who participate in Christian religious and community service activities. Need is considered but is not a required or controlling factor.

The Tyner-Pitman Scholarship assists needy North Carolinians.

The Captain Mario G. & Katrina Tanner Vangeli Memorial Scholarship assists students studying Italian in the Department of Romance Languages.

The Howard C. Vaughan Scholarship assists needy students, with preference to those from the North Carolina counties of Northampton, Gates, Chowan, Hertford, Bertie, Martin, and Halifax.

The R. Stanley Vaughan/PricewaterhouseCoopers Scholarship assists accountancy majors and students enrolled in the master's program in accountancy, with preference to fourth-year students. Application is made through the Wayne Calloway School of Business and Accountancy.

The Venable Scholarship assists students with academic ability and leadership potential, with preference to descendants of Nora M. Venable.

The Lindsay T. Wagstaff Scholarship assists needy students.

The John D. & Bertha Wagster and Leon & Jimmie Ward Scholarship assists needy students, with preference to students from AL, GA, MS, NC, SC, TN, or VA.

The Wake Forest Cultural Diversity Scholarship, established by Linda J. Gamble, assists students whose residence is outside of the U.S., based on academic ability and potential to add to the diversity and cultural awareness of the Wake Forest community.

The Gerald C. Wallace Jr. Scholarship assists needy students from North Carolina, South Carolina, and Georgia.

The Mitchell W. Wallace Scholarship gives preference to North Carolinians. Need is a consideration, but not a required or controlling factor.

The Brian James Watkins Scholarship assists students based on demonstrated leadership ability, community involvement, and character, with preference to students from North Carolina, Mississippi, and Delaware.

The Watkins-Richardson Scholarship assists students from the southeastern U.S. with academic ability and leadership potential. Awards are renewable provided the recipient ranks in the top third of his or her class and continues to display leadership potential.

The Weir Family Scholarship assists needy students.

The J. Andrews White Scholarship assists deserving students.

The James G. White Memorial Scholarship assists needy students with academic performance in the upper half of their class.

The Alexander Hines Whitley Jr. Scholarship assists qualified students.

The A. Tab Williams Scholarship assists needy North Carolinians.

The Graham & Flossie Williams Scholarship, established by James T. Williams, gives preference to needy students from Yadkin County, NC.

The Jesse A. Williams Scholarship gives preference to deserving students from Union County, NC.

The Leonidas Polk Williams Sr. Scholarship assists students from Chowan, Camden, and Pasquotank Counties, NC, on the basis of merit.

The John G. Williard Financial Aid Fund provides scholarships to needy students.

The John G. Williard Scholarship assists middle income students, with preference to students from Davie County, NC.

The James Bennett Willis Scholarship gives preference to needy North Carolina Baptist students interested in the ministry and Christian education. Application is made through the Department of Religion or the Department of Philosophy.

The Marie Thornton Willis & Miriam Carlyle Willis Scholarship gives preference to needy North Carolina Baptist students interested in music ministry.

The Charles Littell Wilson Scholarship assists needy students.

The Ellis & Helen Wilson Scholarship assists needy students, with preference to those from central Florida.

The O.W. Wilson-Yancey County Scholarship assists needy students from Yancey County, NC, with excellent academic records.

The Phillip W. Wilson/Peat Marwick Memorial Scholarship assists a senior accountancy major with demonstrated leadership skills, outstanding interpersonal skills, and a strong commitment to the community and the accountancy profession. The recipient must also be in the top fifth of his or her class based on a grade point average within the Wayne Calloway School of Business and Accountancy. Application is made through the Wayne Calloway School of Business and Accountancy.

The Dr. B.L. & Betty Ferrell Woodard Scholarship assists needy students as part of the Hankins Scholarship program, with first preference to applicants attending North Johnston High School in Kenly, NC, second preference to residents of Johnston County, NC, third preference to residents of a county contiguous to Johnston County, and fourth preference to North Carolina residents.

The William H. & Anne M. Woody Memorial Scholarship is awarded based on character, scholastic achievement, and need, with preference to students from Person County, NC, and to students intending careers in medicine, education, and ministry.

The William Luther Wyatt III Scholarship assists needy students with interest and ability in biology, with preference to a male student entering the junior year.

The Leon Wilson Wynne & Mary Ferebee Wynne Scholarship assists needy students, with first preference to residents of Martin County, NC, and second preference to residents of the North Carolina counties of Beaufort, Bertie, Camden, Chowan, Craven, Currituck, Dare, Edgecombe, Gates, Greene, Halifax, Hertford, Hyde, Johnston, Lenior, Nash, Northampton, Pamlico, Pasquotank, Perquimans, Pitt, Tyrrell, Washington, Wayne, and Wilson.

The Matthew T. Yates Scholarship assists needy children of missionaries of the International Mission Board of the Southern Baptist Convention. Applicants should notify the Office of Student Financial Aid of their eligibility to be considered.

Federal Financial Aid Programs

The federal government, through the Department of Education, sponsors a number of aid programs for education. Among these programs are Federal Pell Grants, Federal Supplement Educational Opportunity Grants, Academic Competitiveness Grants, National Science & Mathematics Access to Retain Talent Grants, Federal Work-Study, Federal Perkins Loans, and Federal Family Education Loans (including Federal Stafford Loans, both subsidized and unsubsidized, and PLUS Loans).

To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress.

Federal aid programs are described more fully in the Wake Forest University brochure "Undergraduate Need-Based Aid Information," and in the federal publication "The Student Guide," available upon request from the student financial aid office.

Exchange Programs and Scholarships

The Italian Exchange Program, established with the University of Ca'Foscari in Venice, Italy, is offered to one student for two semesters or two students for one semester each. Students must apply for the fall or spring semesters of their junior year, or for the fall semester of their senior year. Application is made through the Department of Romance Languages.

The French Exchange Scholarship, established with the University of Burgundy, France, assists a graduating senior who receives a two-semester graduate teaching assistantship at a lycée chosen by the French Ministry of Education. Application is made through the Department of Romance Languages.

Loans

The James W. Denmark Loan, established in 1875, assists qualified students.

The Hutchins Student Loan assists needy students.

The Grover & Addy Raby Loan gives preference to applicants from the First Baptist Church of Tarboro, NC.

The Sidney G. Wallace Loan gives preference to students studying at a Wake Forest-sponsored or approved overseas program.

Other Aid Programs

Children and spouses of pastors of North Carolina Baptist churches receive an annual \$800 concession if they are the children or spouses of (1) ministers, (2) missionaries of the International Missions Board of the Southern Baptist Convention, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the prior concession receive an annual \$150 concession if their parents make

a living chiefly by the ministry and they have demonstrated need.

Church Volunteer Scholarships of \$200 per semester assist students wishing to mentor with a church near the Wake Forest campus. Application is made through the associate University chaplain.

Ministerial students receive an annual \$800 concession if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus four percent interest, in the event they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

The North Carolina Legislative Tuition Grant (NCLTG) is provided by the North Carolina General Assembly for students who are residents of North Carolina for the purpose of tuition payment under the terms of the Residency Manual of the University of North Carolina. Generally, these are students who, along with their parents, have been legal residents of North Carolina for at least twelve months prior to enrollment at Wake Forest. Certain other categories of students may also be eligible, including children of military personnel with North Carolina residency status who live out of state, residents who live near the state border, or residents who have recently moved out of state. Residency determinations are made by the aid office. Grants are reduced by twenty-five percent for those students having already completed 140 hours. Amounts on award letters are estimates, subject to adjustment when the actual authorized grant is determined. Students are responsible for any difference between the estimated and actual amounts.

To be eligible each semester, a student must enroll in a minimum of twelve hours (through October 1 in the fall and through the tenth day of classes in the spring), maintain satisfactory academic progress for federal aid eligibility, and have not received or qualified for a bachelor's degree. A student in the five-year

BS/MS in accountancy program is not eligible during the last year of that program. In addition, a student must not be enrolled in a program of study the objective of which is the attainment of a degree in theology, divinity or religious education, or in any other program of study that is designated by Wake Forest primarily for career preparation in a religious vocation. Students (including those studying abroad) must submit an NCLTG application to the aid office by the end of the first week of classes of their first semester of each academic year. There are no exceptions to this deadline; students who are otherwise eligible but who fail to submit a timely application cannot receive NCLTG funding.

The online application is made available by the state each year during the summer. Once available, students should download (from www.wfu.edu/finaid/forms.html), print, complete, sign, and return prior to the application deadline the NCLTG application to the Office of Student Financial Aid, P.O. Box 7246, Winston-Salem, NC 27109-7246.

Student employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. Interested students should contact the student financial aid office. Federal funding assists Wake Forest in its job location and development activities for students.

Veterans' benefits are administered by the Department of Veterans Affairs in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by Wake Forest University on veteran and non-veteran students alike. Progress records are furnished to the students, veterans, and non-veterans alike, at the end of each scheduled school term.

Outside Assistance

Wake Forest encourages all students to apply for any outside assistance for which they may be eligible. Students must advise the financial aid office if they receive any assistance from outside organizations, including any local, state, and national scholarship and loan programs. Once need is fully funded, aid awarded subsequently from any source requires an adjustment of the original award. When need calculated under the federal methodology is greater than the total award, outside scholarships are allowed to meet that difference. Any portion of outside scholarship exceeding remaining federal methodology need usually results in an adjustment of need-based self-help (need-based loans and work opportunities) and grant funds in equal portions. Recipients of scholarships meeting full institutional methodology need, such as Brown, Carswell, Hankins, and Heritage, have their total awards adjusted by one-half the value of the outside scholarship. In no case may the total aid award exceed the cost of attendance.

Outside scholarship donors should include on the check the recipient's name and the term(s) for which the scholarship is intended. Checks should be payable to Wake Forest University (or co-payable to Wake Forest University and the student) and sent to the Office of Student Financial Aid, P.O. Box 7246, Winston-Salem, NC 27109-7246. Checks delivered by donors to the student should be forwarded to the financial aid office. By submitting, or allowing donors to submit, checks to Wake Forest, a student gives permission for Wake Forest to write the Wake Forest University student identification number on the face of the check.



STUDENTS IN THE COLLEGE ARE ENCOURAGED TO APPLY TO SPECIAL PROGRAMS, BOTH ON AND OFF CAMPUS, WHICH COMPLEMENT THEIR ABILITIES AND INTERESTS. THESE INCLUDE THE PROGRAMS DESCRIBED BELOW AND THE SPECIAL DEGREES, MINORS, AND CONCENTRATIONS DESCRIBED IN THE COURSES OF INSTRUCTION.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under the Courses of Instruction section of this bulletin. Under the supervision of the coordinator of the Honors Program, students may participate in three or more honors seminars during the first, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade point average of at least 3.0 in all work, a student may be graduated with the distinction "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements are determined by each department.

Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all core requirements for the degree. The Committee on Open Curriculum selects a limited number of students based on their previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the lower division is designed by the student and his or her adviser.

Study at Salem College

For full-time students in the fall and spring semesters, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered in the curriculum of the other. An application for the Salem/Wake Forest Exchange Credit program must be approved by the academic adviser and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College under the Exchange Credit program are evaluated as if they were earned at Wake Forest.

Courses that are in the Wake Forest curriculum generally cannot be taken at Salem through this program. In very unusual circumstances, a student may wish to seek the deans' assistance in appealing to the Committee on Academic Affairs.

International



Center for International Studies

The Center for International Studies (CIS) provides information on study abroad programs, international student and scholar services, and the international studies and global trade and commerce minors. A complete list of services offered by the CIS can be found at www.wfu.edu/cis/.

Study Abroad

Students interested in studying abroad should visit the CIS for assistance and program information. All students planning to study abroad on a Wake Forest or an approved non-Wake Forest program are required first to attend an information session and then schedule an appointment with a study abroad adviser. For detailed information on study abroad, see the appropriate sections in this bulletin or visit <http://studyabroad.wfu.edu>.

International Students and Scholars

International students and scholars can obtain information and assistance in the Center for International Studies.

Foreign Area Studies

The Foreign Area Studies program enables students to choose an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see the various listings under the Course of Instruction section in this bulletin.

Opportunities for Study Abroad in Wake Forest Programs

Austria (Vienna)

Students have the opportunity to study and live at the Flow House in the 19th District of Vienna (northwest section of the city). Each semester or summer session, a faculty director leads a group of fourteen students and offers two courses in his or her respective disciplines. Faculty directors are chosen from a wide variety of academic departments. In addition, Viennese professors offer courses in the study of German language or literature, Austrian art and architecture, music, or history of Austria and Central Europe. Group excursions to Central Europe enhance the learning experience as well as numerous integrative experiences within the city itself. Students selected for the Vienna program are required to have completed Elementary German (111-112 or 113). Further information may be obtained from Larry West in the Department of German and Russian.

Benin (Cotonou)

Students who wish to study in Africa are invited to apply for the Wake Forest University program in Benin, West Africa. This three-hour course is designed for the study of the problems faced by African countries in the process of economic growth and development. Discussions focus on the examination of solutions to those problems. This is an approximately five-week summer program (occurring usually during the first summer session), which combines classroom instruction, field trips, and a homestay. The program is directed by Sylvain Boko, professor of economics. Additional information may be obtained by contacting Sylvain Boko at bokosh@wfu.edu.

China (Beijing)

Students who wish to study in China may apply to participate on the Wake Forest/SASASAAS Program in Beijing. Offered in the fall semester, the program includes courses in both Chinese language and culture. It is open to students with no previous knowledge of Chinese or to those who wish to continue their study of the language. Additional information may be obtained from the CIS.

England (London)

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theatre, literature, and history of London and Great Britain. (See, for example, ART 2320: English Art, Hogarth to the Present, and HST 2260: History of London, in the course listings in those departments.) Each term, a different faculty member serves as the director of the program, which accommodates fifteen students. Further information may be obtained from the Center for International Studies.

France (Dijon)

Students wishing to study in France may apply for a semester's instruction at the University of Burgundy. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Burgundy. A major in French is not required, but FRH 219 or its equivalent or any French course above the intermediate level is required. Additional information may be obtained from the Department of Romance Languages.

Italy (Venice)

Students wishing to spend a semester or summer in Italy may apply to study at Casa Artom, the University's residential center on the Grand Canal in Venice. Under the direction of various members of the faculty, approximately twenty students per semester focus on the heritage and culture of Venice and

Italy. Courses offered usually include ART 2693: Venetian Renaissance Art; ITA 220: Italian Conversation; ITA 213: Introduction to Italian Literature I; ITA 216: Introduction to Italian Literature II. Other courses offered by the faculty member serving as director. Students selected for the Venice program are required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Additional information may be obtained from Peter Kairoff, Department of Music.

Japan (Hirakata)

For students wishing to study in Japan, Wake Forest offers a fall and/or spring semester at Kansai Gaidai University. Located in Hirakata, Kansai Gaidai is located near three of Japan's most interesting cities—Kyoto, the capital of Japan for 1,200 years; Osaka, the largest commercial city; and Nara, the ancient capital of Japan during the 6th century. Courses in a variety of disciplines including business, economics, political science, religion, history, art, and communication are offered in English. Japanese language is offered at all levels. No prior knowledge of Japanese is required. In the fall semester, a faculty member accompanies the students and teaches one course. Additional information may be obtained from the CIS.

Mexico (Querétaro)

The Wake Forest summer program in Querétaro, Mexico, is located in a beautiful, colonial city northwest of Mexico City. This six-week intensive program in Spanish language and culture is based at the prestigious Instituto Tecnológico de Estudios Superiores de Monterrey. Open to students desiring to take beginning or intermediate level Spanish, the program provides students the chance to learn in an immersion setting. Visits to historical and cultural sites form part of each course. In addition, students are paired with Mexican students to practice their Spanish conversation

skills. A Wake Forest faculty member from the Department of Romance Languages accompanies the students and oversees the program. Majors in all disciplines are eligible to apply. Additional information may be obtained from Mary Friedman, Department of Romance Languages.

Spain (Salamanca)

Students wishing to study in Spain may apply for a year's or semester's instruction at the University of Salamanca. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Salamanca. As part of the University of Salamanca's special integrated program, students may take courses with Spanish students in the following disciplines: education, psychology, business, economics, biology, and anthropology. Students need not major in Spanish, but one course beyond SPN 213 is required. Additional information may be obtained in the Department of Romance Languages.

Study Abroad in Non-Wake Forest Programs

Students wishing to study abroad on a non-Wake Forest program must visit the CIS for assistance. The CIS maintains an on-line database of approved non-Wake Forest programs at <http://studyabroad.wfu.edu>. In addition, the CIS has a collection of printed materials of approved programs. All students planning to study abroad are required to attend an information session. The CIS staff advises students about their program options. Students will not receive credit for participation on any unapproved study abroad program.

Course Approval Process. Once a student is accepted to a study abroad program, he or she must start the course approval process by scheduling an appointment with a study abroad adviser. In no case may a student undertake study elsewhere without completing this process in advance to the satisfaction of the CIS, registrar's office, and the academic departments which oversee course credit approval. Students may not register for fewer than twelve hours or more than seventeen hours on a semester study abroad program without the permission of a dean. Department chairs approve specific courses and the number of credit hours earned for those courses.

Grades for approved courses on non-Wake Forest study abroad programs will appear on the Wake Forest University transcript, but will NOT be calculated into the Wake Forest grade point average. (See section on transfer credit in this bulletin.) Students must follow the drop/add policies of the host institution. If the program does not have any relevant policies, then the Wake Forest policy is applied. If a student withdraws from a study abroad program, he or she must notify the registrar's office; the rules for withdrawal, as stated in this *Undergraduate Bulletin*, also apply. For more information, consult the CIS.

Students may request to have scholarship and financial aid applied to approved non-Wake Forest programs. Scholarships for study abroad are also available. Additional information is available in the CIS and the Office of Student Financial Aid.

Requirements for Degrees



Degrees Offered

The College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees.

The bachelor of arts degree is conferred with a major in anthropology, art history, studio art, biology, chemistry, Chinese, classical studies, communication, economics, English, French, German, German Studies, Greek, history, Japanese, Latin, mathematics, music performance, music in liberal arts, philosophy, physics, political science, psychology, religion, Russian, sociology, Spanish, studio art, or theatre.

The bachelor of science degree is conferred with a major in biology, chemistry, computer science, health and exercise science, mathematical economics, mathematics, or physics.

The bachelor of arts degree is available with a major in elementary education or education with a state teacher's license in social studies. The bachelor of science degree may be conferred in combined curricula in engineering, environmental studies, and medical technology.

The Wayne Calloway School of Business and Accountancy offers undergraduate programs leading to the bachelor of science degree with a major in accountancy, business, finance, or mathematical business.

A student may receive only one bachelor's degree (either the bachelor of arts or the bachelor of science) from Wake Forest.

General Requirements

The basic and divisional course requirements leave students in the College considerable flexibility in planning their courses of study. Students who entered under the bulletins of previous years may make use of new alternative basic and divisional courses announced in

this bulletin while still following their original contract for the required totals thereof. Except for HES 100 and 101, only courses of three or more semester hours count towards satisfying basic and divisional requirements.

Basic Course Requirements. There are five basic course requirements students must complete: a first-year seminar, two health and exercise science courses, the writing seminar, and a 200-level foreign language course

Divisional Course Requirements. Core requirements complete preparation for more specialized work in a major field or fields. Students select courses in each of five divisions of the undergraduate curriculum.

Core requirements (basic and divisional combined) are typically completed in the first two years and the requirements in the major field or fields of study are completed in the junior and senior years.

All students must complete (1) the core requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses, for a total of 120 hours. In general, no more than twelve hours toward graduation may be earned from among all of the following courses: MUS 111-121 and 128-129 (ensemble courses); DCE 128; and elective 100-level courses in health and exercise science. However, majors in music in liberal arts and music performance may count up to sixteen hours in these courses toward graduation. A cross-listed course may be taken one time for hours toward graduation, unless otherwise specified by the course description.

All students must earn a minimum cumulative 2.0 grade point average in Wake Forest College and the Wayne Calloway School of Business and Accountancy. Of the 120 hours required for graduation, at least sixty must be earned in Wake Forest programs. Once enrolled at Wake Forest, a student may subsequently count, at most, thirty hours of credit from sources other than Wake Forest programs toward the graduation requirement of 120 hours. Except for combined degree curricula, the work of the senior year must comprise courses in Wake Forest programs. Any exceptions must be approved by the Committee on Academic Affairs

Transfer credits will not be used in calculating a student's GPA. This includes non-Wake Forest study abroad programs. However, transfer credits and the grade(s) earned will be recorded on the transcript. Graduation distinctions will be based solely on the Wake Forest GPA.

A student graduates under the requirements of the bulletin of the year in which he or she enters. However, when a student declares a major or a minor, the requirements for the major or minor that are in effect at the time of declaration will apply. Such requirements may not be congruent with those stated in a given bulletin. If coursework is not completed within six years of entrance, the student must fulfill the requirements for the class in which he or she graduates.

All requirements must be completed and certified before a student may participate in the commencement exercises. No further entries or alterations may be made toward the undergraduate degree once a student has been graduated.

Seniors must submit an application for graduation for their records to be activated for certification. Information packets are mailed immediately before the fall term to all students classified as seniors. Students who are not enrolled in the fall term, or who do not receive the packet but intend to graduate within the academic year, may request one from the Of-

fice of the Registrar. Application forms are due no later than thirty days before graduation.

Core Requirements

The core requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For these reasons, as many of the requirements as feasible should be taken in the first two years.

Basic Requirements

All students must complete five required basic courses (unless exempted through procedures established by the departments concerned):

- **FYS 100** (first-year seminar)
- **English 111** (writing seminar)
- **One 200-level foreign language course**
- **Health and Exercise Science 100 and 101**

Foreign Language Placement

All students new to Wake Forest who have studied a foreign language in high school must complete foreign language placement. Students will not receive credit for a class at a lower level than the level of their placement on the placement exam, unless they:

- a. register for the class in which they placed;*
- b. attend a few class meetings;*
- c. consult with their professor; and*
- d. successfully appeal their placement to the language placement appeals officers of the department and be reassigned to a lower level course.*

Students who continue with another foreign language must take a placement test in that one, too; if not during orientation, then before registering for a course in it.

Students whose primary language (the language of instruction in the student's prior

schooling) is other than English are exempt from the basic requirement in foreign language (literature) and must fulfill Division II requirements with courses whose readings are in the English language: English, classics, humanities (except those courses concentrating on the literature of the student's primary language).

Students whose schooling has been in English but who are fluent in a language not taught at Wake Forest must present college-level credit in the literature of the second language to be exempt from the requirement; the language review committee for international students decides in such cases. If the second language is taught at Wake Forest, the relevant department decides whether the student may complete the requirement in that language or may be regarded as having fulfilled the requirement already. Elective courses

in the language or literature of a student's heritage or country of origin are at the discretion of the department offering the course.

Divisional Requirements

All students must complete courses in each of the five divisions of the undergraduate curriculum (unless exempted through procedures established by the departments concerned or by participation in the Open Curriculum). Together with the basic requirements these courses form the core of Wake Forest's undergraduate liberal arts education.

Students are not allowed to exempt divisional core requirements through the Advanced Placement Examination, the College Level Examination Program, or the International Baccalaureate. Although students who complete AP courses earn credit towards the

Division	Departments	Number of Courses Required
I: Humanities	History Philosophy Religion	2
II: Literatures	English Literature American Literature In English Translation (Classics, East Asian Languages and Cultures, German, Humanities, and Russian)	1
III: Fine Arts	Art Music Theatre and Dance	1
IV: Social Sciences	Anthropology Communication Economics Political Science Psychology Sociology	2
V: Math and Natural Sciences	Biology Chemistry Computer Science Mathematics Physics	2

120 hours needed for graduation, AP credit courses do not satisfy the core requirements as the student must complete the required core courses while enrolled at Wake Forest. Departments choose which courses will satisfy divisional requirements. Courses satisfying a divisional requirement are designated (D) after their descriptions in this bulletin. Courses without the (D) designation do not satisfy a divisional requirement.

Special Restrictions

- In divisions requiring more than one course, students may not choose two courses from within the same department.
- One course cannot satisfy the requirements of two divisions. A cross-listed course satisfies a requirement in one division only.
- Language courses at the 200-level do not fulfill the Division II literature requirement.

Additional Requirements

To prepare students for the demands of technology and globalization, Wake Forest guides undergraduate course selections with three further requirements:

Cultural Diversity Requirement. All students must complete at least one course that educates them regarding cultural diversity. This course may be taken at the basic, divisional, or major/minor level or as an elective. Courses qualified to meet this requirement are designated (CD) after their descriptions in this bulletin.

Quantitative Reasoning Requirement. All students must complete at least one course that requires quantitative reasoning, either as a qualifying course in Division V, as an elective, or as a major or minor course requirement. All courses meeting the requirement are designated (QR) after their descriptions in this bulletin.

Requirement in Health and Exercise Science

Students must complete HES 100 and 101 before enrollment in additional health and exercise science elective courses, and in any case, before the end of the second year.

Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by cc with the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous hours in composition.

A student who has been assigned a cc receives a grade of "Not Reported" (NR) for the course. The student has one semester (understood to be the next semester for which he or she is officially enrolled) in which to work in the Writing Center, revising the coursework to the instructor's satisfaction. Should the student fail to work in the Writing Center, or fail to revise the work to the instructor's satisfaction during the semester of his or her next enrollment, the grade becomes an F unless some action is taken by the instructor. (If extenuating circumstances make it impossible for the student to make significant progress in a semester, the student may appeal to the dean's office for an additional semester of work to remove the NR.) Removal of the deficiency is prerequisite to graduation.

Declaring a Major

Most students declare a major in the spring of their sophomore year, and should earn at least fifty-five hours prior to the following fall term. Students declare a major through a procedure established between the academic departments and the registrar's office. Information about this process is distributed prior to the designated declaration period.

If the student is accepted into the major, the department provides an adviser who assists the student in planning a course of study

for the junior and senior years. A department that rejects a student as a major must notify the registrar's office and file a written statement indicating the reason(s) for the rejection with the dean of the College.

Students who need to delay the declaration due to insufficient earned hours or other circumstances should consult the registrar's office.

Students who have earned at least fifty-five hours prior to the designated declaration period and wish to declare a major should consult the registrar's office.

A student wishing to major in accountancy, business, finance, mathematical business, or the master of science in accountancy should apply to the Wayne Calloway School of Business and Accountancy. (See the Wayne Calloway School of Business and Accountancy requirements in this bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the initial declaration, a student may not change from one major to another without the written approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser. At least half of the major must be completed at Wake Forest University.

Please Note. For credit in the major, courses taken in many programs of study abroad are not automatically equivalent to courses completed at Wake Forest. If a student wishes to take more than half of his or her courses for the major in study abroad programs, he or she must gain prior approval from the chair of the department. Students should check the

Undergraduate Bulletin for additional departmental requirements for the major. Majors are listed alphabetically under Courses of Instruction in this bulletin.

The following majors are recognized:

accountancy • anthropology • art history • biology • business • chemistry • Chinese • classical studies • communication • computer science • economics • education • finance • English • French • German • German Studies • Greek • health and exercise science • history • Japanese • Latin • mathematical business • mathematical economics • mathematics • music in liberal studies • music performance • philosophy • physics • political science • psychology • religion • Russian • sociology • Spanish • studio art • theatre

Maximum Number of Courses in a Department

Within the College, a maximum of fifty hours in a major is allowed within the 120 hours required for graduation. For a student majoring in a department with two or more majors, six additional hours in the department but outside the student's major are also allowed.

These stipulations exclude required related courses from other departments. For students majoring in English, ENG 111 is excluded. For students majoring in a foreign language, elementary courses in that language are also excluded. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

Options for Meeting Major Requirements

To satisfy graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record:

1. a single major,
2. a single major and a minor,
3. a single major and a double minor, or
4. a double major.

In addition to these options, a student may complete the requirements of one or more foreign area

studies programs and/or any of the Romance languages certificates.

Double Majors

A student may major in two departments in the College with the written permission of the chair of each of the departments and on condition that the student meet all requirements for the major in both departments. A student may not use the same course to meet requirements in both of the majors. The student must designate one of the two fields as the primary major, which appears first on the student's record and determines the degree to be awarded. Only one undergraduate degree will be awarded, even if the student completes two majors.

Minors

A minor is not required. Those students, however, who select a single major—not those working toward a double major—may choose a minor field from among the following or from the listing of interdisciplinary minors:

anthropology • art history • biology • chemistry • Chinese • classical studies • communication • computer science • dance • economics • English • French • German • German Studies • Greek • history • Italian • Japanese • journalism • Latin • mathematics • Middle East and South Asia studies • music • philosophy • physics • political science • professional education • psychology • religion • Russian • sociology • Spanish • statistics • studio art • theatre

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

Interdisciplinary Minors

Interdisciplinary minors are listed alphabetically under courses of instruction in this bulletin. The following programs are offered:

American ethnic studies • cultural resource preservation • early Christian studies • East Asian Studies

• entrepreneurship and social enterprise • environmental sciences • environmental studies • film studies • global trade and commerce studies • health policy and administration • humanities • international development and policy • international studies • Latin-American studies • linguistics • medieval studies • neuroscience • Russian and East European studies • urban studies • women's and gender studies

Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies programs do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies program and advises students; students who wish to participate in one of these programs must consult with the program coordinator, preferably in their sophomore year. Questions also may be directed to the Center for International Studies.

Foreign area studies are listed alphabetically under Courses of Instruction in this bulletin. Italian studies and Spanish studies are offered.

Students who have studied abroad may have taken courses not listed in this bulletin. Questions should be addressed to the Office of the Registrar.

Senior Testing

All seniors may be required to participate in a testing program designed to provide objective evidence of educational development. If the Committee on Academic Affairs decides to conduct such a program, its purpose would be to assist the University in assessing the effectiveness of its programs. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

Combined Degrees In Medical Technology

Students may qualify for the bachelor of science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by Wake Forest University Baptist Medical Center. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (twenty-eight hours) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of the junior year with Wake Forest University Baptist Medical Center. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score or SAT/ACT scores, impressions made in personal interviews, and work experience (not essential, but important). Students must complete all core course requirements: BIO 112, 113, 213, 214 (three courses or equivalents); BIO 326; CHM 111/111L, 122/122L, 223/223L, 230 and 260; mathematics (one course); and electives for a total of eighty-four hours. Desirable electives outside the area of chemistry and biology include physics, computer science, and personnel and management courses. (Interested students should consult a biology department faculty member during the first year for further information.)

Degrees in Engineering

The College cooperates with engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one

of the schools of engineering accredited by ABET, the Accrediting Board for Engineering Technology. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the bachelor of science degree in engineering from the University and the bachelor of science degree in one of the specialized engineering fields from the engineering school.

The curriculum for the first three years must include all the core requirements and additional courses in science and mathematics which will prepare the student for the study of engineering, such as MTH 111, 112, 251, 301, 302, and 304; PHY 113, 114, 215, 262, 265, and 266; CHM 111, 111L, 122, and 122L; and ECN 150.

These electives are chosen in consultation with the chair of the Department of Physics.

Five-year Cooperative Degree Program in Latin-American Studies

Wake Forest and Georgetown universities have instituted a five-year cooperative degree program in Latin-American Studies. Under this program, undergraduate students who minor in Latin-American Studies may apply to have a limited number of hours from their undergraduate work count toward a master's degree in Latin-American Studies at Georgetown University in Washington, DC. The BA is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Those whose applications are accepted may complete both their BA and MA degrees in a five-year period. To apply for the combined BA/MA, students should declare an interest in the five-year cooperative degree program during their junior year. Students must then

complete the regular Georgetown graduate application process and seek formal acceptance to the MA program during their senior year.

The five-year program is an opportunity for exceptional students to complete degree requirements at an accelerated pace. Interested students should contact the five-year degree program coordinator, Peter Siavelis, associate professor of political science.

Courses of Instruction



PLANS OF STUDY, COURSE DESCRIPTIONS, AND THE IDENTIFICATION OF INSTRUCTORS APPLY TO THE ACADEMIC YEAR 2006-2007 UNLESS OTHERWISE NOTED, AND REFLECT OFFICIAL FACULTY ACTION THROUGH FEBRUARY 12, 2007.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar. The courses listed in this bulletin are not necessarily taught every year; their availability is a function of both staffing constraints and student demand. While no guarantees about future scheduling can be made, students are encouraged to alert their advisers and department heads to their needs and desires as soon as they can be foreseen. For an exact list of courses offered in each particular semester and summer, students should consult the course schedules issued by the Office of the Registrar during the preceding term.

Abbreviations Found in Course Descriptions

(#h)	Indicates the number of hours earned for successful completion of the course. Follows the course title.
P—	A course requires one or more prerequisite courses.
C—	A course requires one or more corequisite courses.
P—POI	Permission of the instructor is required for registration.
P—POD	Permission of the department is required for registration.
(CD)	A course satisfies the cultural diversity requirement.
(D)	A course satisfies a divisional requirement.
(QR)	A course satisfies the quantitative reasoning requirement.

Courses 101-199 are primarily for first-year students and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduate students. Graduate courses are described in the bulletin of the Graduate School.

American Ethnic Studies (AES)

(Interdisciplinary Minor)

Director Rubin Professor of American Ethnic Studies and Professor of Sociology Earl Smith

Adjunct Professor Ofer A. Zmiri

Adjunct Lecturer Beth Hopkins

The interdisciplinary minor in American ethnic studies requires 18 hours. The student must take AES 151. Race and Ethnic Diversity in America, during the second or third year at Wake Forest, and AES 234. Ethnicity and Immigration. At least one additional three-hour course must be taken from the behavioral and social sciences, and one from the humanities. This structure gives students an understanding of the interdisciplinary nature of American ethnic studies within the context of the traditional liberal arts curriculum.

151. Race and Ethnic Diversity in America. (3h) Different race and ethnic experiences are examined through an institutional approach that examines religion, work, schooling, marriage patterns, and culture from a cross-cultural perspective. Grand theoretical schemes like the “melting pot” are critiqued for their relevance in an age of new cultural expectations among the many American ethnic groups. (CD)

232. The American Jewish Experience. (3h) Interdisciplinary course exploring Jewish immigration to America with a primary focus on the nineteenth and twentieth centuries.

234. Ethnicity and Immigration. (3h) Exploration of the socio-historical dynamics of the peopling of America in the nineteenth and twentieth centuries. (CD)

240. Asian-American Legacy: A Social History of Community Adaptation. (3h) Introduction to the history, culture, and literature of the Asian-American communities, exploring issues of migration, assimilation, and the process of developing Asian-American identities in the twentieth and early twenty-first centuries. Also listed as SOC 240. (CD)

310. Race, Class, and Gender in a Color-blind Society. (3h) Examination of issues surrounding race, class, and gender in the U.S. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as EDU 310.

357. Studies in Chicano Literature. (3h) Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and socio-cultural analysis. Also listed as ENG 357. (CD)

358. The Italian Experience in America. (3h) Explores issues of ethnicity and identity in the Italian-American experience. A central goal is to understand the inter-relationship of social, economic and political factors that impinge on this large European ethnic group.

387. African-American Fiction. (3h) Selected topics in the development of fiction by American writers of African descent. Also listed as ENG 387. (CD)

389. African-American Poetry. (3h) Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Also listed as ENG 389. (CD)

396. Independent Study. (1-3h) Independent projects in American Ethnic Studies which either continue study begun in regular course or develop new areas of interest. A maximum of 3 hours may apply to the minor. By prearrangement.

Electives for American Ethnic Studies

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

- ANT 374. Prehistory of North America. (3h)
- 377. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry. (3h)
- COM 330. Communication and Conflict. (3h)
- 340. American Rhetorical Movements to 1900. (3h)
- 341. American Rhetorical Movements since 1900. (3h)
- 350. Intercultural Communication. (3h)
- ECN 246. Urban Economics. (3h)
- 273. Economics for a Multicultural Future. (3h)
- EDU 305. The Sociology of Education. (3h)
- ENG 377. American Jewish Literature. (3h)
- 379. Literary Forms of the American Personal Narrative. (3h)
- 381. Studies in African-American Literature. (3h)
- HMN 285. Culture and Religion in Contemporary Native America. (3h)
- HST 240. African-American History. (3h)
- 351. U.S. Social History I. (3h)
- 352. U.S. Social History II. (3h)
- 376. Civil Rights and Black Consciousness Movements. (3h)
- MUS 203. History of Jazz. (3h)
- 207. American Music. (3h)
- POL 223. Blacks in American Politics. (3h)
- PSY 357. Cross-Cultural Psychology. (3h)
- 364. Prejudice, Discrimination, Racism, and Heterosexism. (3h)
- REL 103. Introduction to the Christian Tradition. (3h)
- SOC 348. Sociology of the Family. (3h)
- 359. Race and Ethnic Relations. (3h)
- 361. Sociology of African-American Families. (3h)
- WGS 377. Special Topics: "Ethnohistory of Native-American Women." (3h)
(for spring 2006 and any subsequent semester in which this topic is taught)

Anthropology (ANT)

Chair Jeanne M. Simonelli

Professors Jay Kaplan, Jeanne M. Simonelli

Director, Museum of Anthropology and Adjunct Associate Professor Stephen Whittington

Z. Smith Reynolds Foundation Fellow and Associate Professor Margaret Bender

Assistant Professors Ellen Miller, Paul Thacker

Lecturer Steven Folmar

Visiting Assistant Professor Eric E. Bowne

Adjunct Instructors Beverly H. Hancock, Kenneth Robinson

A major in anthropology requires a minimum of thirty-three credit hours and must include ANT 112, 113, 114, 340, 390, and one course from each of the following three groups:

Methods—305, 307, 315, 342, 353, 354, 368, 378, 380, 381, 382, 383, 384, 387

Subfield Topics—150, 264, 301, 332, 333, 336, 337, 339, 355, 361, 362, 363, 366, 385

Area—111, 210, 313, 330, 334, 358, 370, 374, 377; plus the equivalent of two to three more full semester courses in anthropology, one of which may be a cognate discipline.

Students are encouraged, but not required, to enroll in a course offering intensive field research training. A minimum grade point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade of C in all anthropology courses counted toward the major is required for graduation.

A minor in anthropology requires eighteen hours and must include ANT 112, 113, and 114. Only one course (excluding ANT 112, 113, 114) can be taken under the pass/fail option and used to meet minor requirements. Only three hours from ANT 398, 399 may be used toward the minor. Only three hours from ANT 353, 354, 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

Honors. To be graduated with the designation "Honors in Anthropology," highly qualified majors (3.5 grade point average in anthropology) should apply to the department for admission to the honors program. Honors students must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

111. Peoples and Cultures of the World. (3h) A representative ethnographic survey of world cultures, including hunting-gathering, kin-based, and agricultural societies, as well as ethnic groups in complex societies. (CD, D)

112. Introduction to Archaeology. (3h) An overview of world prehistory, from the earliest stone tools to the appearance of civilization, with an emphasis on the relationship between culture change and the natural environment. (D)

113. Introduction to Biological Anthropology. (3h) Introduction to biological anthropology, including human biology, human variation, human genetics, human evolution, and primatology. (D)

114. Introduction to Cultural Anthropology. (3h) Investigates and interprets the historic cultural diversity of the world's peoples, through an understanding of economic, social, and political

systems; law and order, ritual, symbol, and religion; language and culture; kinship and the family; and modernization and culture change. (CD, D)

150. Introduction to Linguistics. (3h) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; and social issues of language use. Also listed as LIN 150. (CD, D)

210. Introduction to Latin-American Studies. (3h) Introduction to the historical, economic, cultural, and social issues which shape Latin America. Also listed as LAS 210. (CD)

264. Forensic Anthropology. (3h) Introduction to the conduct of forensic anthropology, including basic human identification, the nature of evidence, laboratory analyses, field methods, and modern applications.

301. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h) Field-based seminar compares the barriers to market participation experienced by independent entrepreneurs cross-culturally. Free trade policies are contrasted with fair trade practices to determine why so many independent producers have trouble succeeding in a globalizing world. Also listed as ESE 201. (CD)

305. Museum Anthropology. (4h) Examines the historical, social, and ideological forces shaping the development of museums, including the formation of anthropological collections and representation, and the intellectual and social challenges facing museums today through hands-on use of the Museum's collections. Lab—four hours. P—ANT 111 or 112 or 114, or POI.

307. Collections Management Practicum. (1.5h) The principles of collections management including artifact registration, cataloging, storage, and handling; conservation issues and practices; disaster planning and preparedness; and ethical issues are covered through lectures, readings, workshops, and hands-on use of the Museum's collections.

313. Tradition, Continuity, and Struggle: Mexico and Central America. (3h) Acquaints students with the lives and struggles of indigenous and non-indigenous people of Mexico and neighboring countries, with special focus on the Maya. Includes the study of contemporary and prehispanic traditions, including Mayan cosmology, language, art and architecture, issues of contact during Spanish colonization, and current political, economic, health, and social issues affecting these areas today. (CD)

315. Artifact Analysis and Laboratory Methods in Archaeology. (3h) Introduction to methods for determining the composition, age, manufacture, and use of different prehistoric and historic artifact types. Techniques for reconstruction of past natural environments from geological or ecofact samples. Exploration of data display tools including computer-based illustration, GIS, and archaeological photography. P—ANT 111 or 112 or 114, or POI.

330. Seeing World Cultures. (3h) Focuses on selected cultures throughout the world to better understand these societies through the use of ethnographic literature and assesses the effectiveness of visual communication in conveying ideas about these cultures through the use of ethnographic videos and films. P—ANT 111 or 112 or 113 or 114, or POI.

332. Anthropology of Gender. (3h) Focuses on the difference between sex, a biological category, and gender, its cultural counterpart. An anthropological perspective is used to understand both the human life cycle and the status of contemporary women and men worldwide. In section

one, topics include evolution and biological development, sexuality and reproduction, parenting, and life cycle changes. The second section takes students to diverse locations, including Africa, South Dakota, China, India, and the Amazon for a cross-cultural comparison examining roles, responsibilities, and expectations, and how these interact with related issues of class and race. (CD)

333. Language and Gender. (3h) Uses an anthropological perspective to examine relationships between language structure, language use, persons, and social categories. Also listed as LIN 333.

334. Peoples and Cultures of South Asia. (3h) Survey of the peoples and cultures of the Indian subcontinent in the countries of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. Reviews major topics of interest to anthropologists, including prehistory, history and politics, religion, social organization, caste, gender, development, and population. (CD)

336. Myth, Ritual, and Symbolism. (3h) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices. Also listed as REL 304. P—ANT 111 or 112 or 113 or 114, or POI. (CD)

337. Economic Anthropology. (3h) Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior is examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer, and a variety of other economic aid programs. P—ANT 111 or 112 or 113 or 114, or POI.

339. Culture and Nature. (3h) Exploration of humanity's "place" in the cosmos, focusing on different worldviews of nature and culture. Case studies from anthropology, archaeology, and environmental science examine conceptions of technology, resources, environment, and ownership in the context of environmental change, "natural" disasters, and resource scarcity.

340. Anthropological Theory. (3h) Study and evaluation of the major anthropological theories of humans and society. The relevance and significance of these theories to modern anthropology are discussed. P—ANT 112 and 113 and 114, or POI.

342. Development Wars: Applying Anthropology. (3h) Explores the application of anthropological concepts and methods in the understanding of contemporary problems stemming from cultural diversity, including competing social and economic development models and ideologies of terror. Emphasis on conflict and change in developing areas but also considers the urban experience. P—ANT 111 or 114, or POI. (CD)

353/354. Field Research. (3h, 3h) Issues-based field program provides students with a critical understanding of the historical, social, political-economic, and environmental conditions that have shaped the lives of the people of the Greater Southwest, with special attention to the Native American and Latino/a experience. The program moves from the Mexican border region through New Mexico and Arizona, focusing on border issues, archaeology and prehispanic history, and contemporary Native American culture. Students camp, hike, and learn to use digital technology in the field. Specific sites may vary from year to year. P—POI.

355. Language and Culture. (3h) Covers theoretical and methodological approaches to the study of language and culture, including: semiotics, structuralism, ethnoscience, the ethnography of communication, and sociolinguistics. Topics include: linguistic relativity; grammar and worldview; lexicon and thought; language use and social inequality; language and gender; and other areas. (CD)

- 358. Native Peoples of North America.** (3h) Ethnology and prehistory of the indigenous peoples and cultures of North America. P—ANT 111 or 112 or 113 or 114. (CD)
- 361. Evolution of Human Behavior.** (3h) The application of Darwinian principles to the study of human nature and culture. Considers the existence, origin, and manifestation of human behavioral universals and the theoretical and practical implications of individual variability.
- 362. Medical Anthropology.** (3h) Examines the impact of Western medical practices and theory on Western and non-Western cultures and anthropological contributions to the solving of world health problems. Service learning. P—ANT 111 or 112 or 113 or 114, or POI. (CD)
- 363. Primate Behavior and Biology.** (3h) Examines the evolution and adaptations of the order Primates. Considers the different ways that ecology and evolution shape social behavior. Special emphasis on the lifeways of monkeys and apes.
- 364. Primate Evolutionary Biology.** (3h) Examines the anatomy, evolution, and paleobiology of members of the order Primates. Emphasis is placed on the fossil evidence for primate evolution. Major topics include: primate origins, prosimian and anthropoid adaptations, patterns in primate evolution, and the place of humans within the order Primates.
- 365. Evolutionary Medicine.** (3h) An explicitly evolutionary approach to complex relationships between human evolutionary adaptations and health problems related to modern behavior and culture. P—ANT 111, 113, or 114, or POI.
- 366. Human Evolution.** (3h) The paleontological evidence for early human evolution, with an emphasis on the first five million years of bio-cultural evolution. P—ANT 113 or POI.
- 368. Human Osteology.** (4h) Survey and analysis of human skeletal anatomy, emphasizing archaeological and anthropological applications and practice. Lab—four hours.
- 370. Old World Prehistory.** (3h) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—ANT 112 or POI.
- 374. Prehistory of North America.** (3h) The development of culture in North America, as outlined by archaeological research, with an emphasis on paleoecology and sociocultural processes. P—ANT 112 or POI.
- 376. Archaeology of the Southeastern United States.** (1.5h) Study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P—ANT 111 or 112 or 113 or 114.
- 377. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry.** (3h) Exploration of factors that shaped the lives of people in the Southwest with attention to Native American and Hispanic experience. From kivas to casinos, coyotes to cartels, it links archaeological and prehispanic history to contemporary lifeways in the canyons, deserts, and cities of the U.S./North Mexico. Also listed as HMN 268. (CD)
- 378. Conservation Archaeology.** (1.5h) Study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources.
- 380. Anthropological Statistics.** (3h) Basic statistics, emphasizing application in anthropological research. A student who receives credit for this course may not also receive credit for BIO 380, BUS 201, HES 262, or SOC 371. (QR)

381, 382. Field Program in Anthropological Archaeology. (3h, 3h) Integrated training in archaeological field methods and analytical techniques for researching human prehistory. Students learn archaeological survey, mapping, excavation, recording techniques, and artifact and ecofact recovery and analysis. P—ANT 111 or 112 or 113 or 114, or POI. (D)

383, 384. Field Program in Cultural Anthropology. (3h, 3h) The comparative study of culture and training in ethnographic and cultural analysis carried out in the field. P—ANT 111 or 112 or 113 or 114, or POI. (D)

385, 386. Special Problems Seminar. (3h, 3h) Intensive investigation of current scientific research within the discipline. Concentrates on problems of contemporary interest.

387. Ethnographic Research Methods. (3h) Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Laboratory experience and data analysis. P—ANT 111 or 114.

390. Student-Faculty Seminar. (3h) A review of contemporary problems in the fields of archaeology, and biological and cultural anthropology. Senior standing recommended. P—ANT 112, 113 and 114, or POI.

391, 392. Internship in Anthropology. (3h, 3h) Internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—POI.

398, 399. Individual Study. (1h, 1.5h, 2h, or 3h) Reading or research course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—POI.

Art (ART)

Chair Page H. Laughlin

Reynolds Professor in Film Studies Peter Brunette

J. Smith Young Family Fellow and Professor of Art Page Laughlin

Charlotte C. Weber Professor of Art David M. Lubin

Harold W. Tribble Professor of Art Margaret S. Smith

Professors David L. Faber, Robert Knott, Harry B. Titus Jr.

Associate Professors Bernadine Barnes, David Finn, John R. Pickel

Assistant Professors Roymieco A. Carter, Lynne Johnson

Instructor Alix Hitchcock

Lecturers Brian Allen (London), Maria A. Chiari (Venice), Beatrice Ottersböck (Vienna),

Katie Scott (London), Yue-Ling Wong

Adjunct Assistant Professors Bryan Ellis, Jennifer Gentry, Mary Elizabeth Howie

Visiting Assistant Professor Leigh Ann Hallberg

The department offers courses in the history of art, architecture, printmaking, photography, and film from the ancient through modern periods, and the practice of art in six areas: drawing, painting, printmaking, sculpture, photography, and digital art. Opportunities to supplement the regular academic program of the department include study abroad in Wake Forest residential study centers, changing art exhibitions in the gallery of the Scales Fine Arts Center, a visiting artists program, and internships in local museums and arts organizations.

The department offers two majors, art history and studio art, each requiring a minimum of thirty hours. Any student interested in majoring or minoring in art should contact the art department.

For the art history major, twenty-four hours are to be in art history and six hours in studio art. The required art history courses include one course in Ancient, Classical or Medieval art; one course in Renaissance, Baroque, or eighteenth-century art; one course in modern painting, architecture, photography, or film; ART 394; one art history seminar; two studio art courses; and electives. Art history majors are encouraged to take ART 103 and a course in non-western art. An art history minor requires twelve hours in art history and three hours in studio art.

For the studio art major, twenty-four hours are to be in studio art and six hours in art history. There are six areas of study in studio art: drawing, painting, printmaking, sculpture, photography, and digital art. The studio major requires a three course sequence and a two course sequence in two different areas of study. In addition, the major requires three to five studio electives and two classes in art history. At least one class for the studio major must be in sculpture. The studio art majors must select their classes from at least four of the six studio areas. Studio art classes at the 200 level may be repeated once. A minor in studio art requires twelve hours in studio art and three hours in art history.

A minor in either studio art or art history requires a minimum of fifteen hours. Students may major in one field and minor in another by earning a minimum of 39 hours in art, of which at least 24 hours must be in the major field and at least 12 hours in the minor field.

Honors. Qualified students in both the studio and art history areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of department faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

Students with a special interest in multimedia development may wish to consider a program of study that combines digital art and computer science. Advisers in either the art or computer science departments can provide further information on coordinating an art major with a computer science minor, or vice versa.

The department accepts only three courses from a non-Wake Forest program for credit toward the major. Of these three courses, only two may be in the same area of concentration. For instance, an art major may take up to two art history courses and one studio course or two studio art courses and one art history course at a non-Wake Forest program. All studio courses taken abroad are assigned ART 210.

Students enrolled at Wake Forest may not take courses in studio art or art history at other institutions to satisfy divisional requirements.

Art History

103. History of Western Art. (3h) Introduction to the history of the visual arts, focusing on Europe and the United States. (D)

104. Topics in World Art. (3h) Examination of the visual arts in selected world cultures, with discussions of techniques, styles, broader cultural contexts, and confrontations with varying

traditions. Topics may include one or more of the following: the arts of China, Japan, India, Pakistan, Bangladesh, Africa, Islamic cultures, or the indigenous cultures of the Americas. (CD, D)

105. The History of World Architecture. (3h) Examination of architectural monuments in selected world cultures with discussions of the planning, siting, design, construction, patronage, historical impact, and broader cultural context. (CD, D)

231. American Visual Arts. (3h) American art and culture from the Colonial period to 1900 in terms of changing aesthetic standards, social, and historical developments. Includes fine arts, folk arts, material culture, and mass media. (D)

232. African-American Art. (3h) African-American art from the eighteenth century to the present, with attention to the social and historical context of the works and the artist. (CD, D)

233. American Architecture. (3h) Discussion-based course examining American architecture from 1650 to the present. (D) Alternates in fall semester with ART 288.

241. Ancient Art. (3h) Survey of architecture, painting, and sculpture from ca. 3000 BCE through the late Roman period. (D)

244. Greek Art. (3h) Survey of architecture, painting, and sculpture from ca. 800 BCE through the Hellenistic period. (D)

245. Roman Art. (3h) Survey of Etruscan and Roman architecture, painting, and sculpture. (D)

252. Romanesque Art. (3h) Art and architecture from the Carolingian Renaissance through the twelfth century. (D)

253. The Gothic Cathedral. (3h) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them. (D)

254. Luxury Arts in the Middle Ages. (3h) Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course. (D)

258. The History of Prints. (3h) Survey of the technical and stylistic developments in printmaking from the fifteenth century to the present. Special attention is given to the function of prints in society. Student research focuses on prints in the University Print Collection. (D)

259. The History of Photography. (3h) Historical and critical survey of photography from its invention in 1826 to the present. Special attention to the medium's cultural and artistic reception. (D)

260. Classics of World Cinema. (3h) Selected masterpieces of world film 1930-1965 (two in-class screenings per week). Emphasis is on developing skills for viewing, discussing, and writing about motion pictures as visual and dramatic art. (D)

261. Topics in Film History. (3h) Variable topics in film history, including genres, major directors, regional or national cinemas, and historical periods. Course may be repeated if topic is different. (D)

266. Art in the Age of Giotto, Dante, and the Plague. (3h) Developments in Italian painting, sculpture, and architecture in the fourteenth century with special attention to the new naturalism of Giotto and the effects of the Great Plague of 1348 on the arts. (D)

- 267. Early Italian Renaissance Art.** (3h) The development of art and architecture in Italy in the fifteenth century. Special attention is given to the works of Donatello, Botticelli, and Leonardo da Vinci. (D)
- 268. High Renaissance and Mannerist Art.** (3h) The development of art and architecture in the sixteenth century in Rome, Florence, Venice and other cities. Artists studied include Michelangelo, Raphael, and Titian. (D)
- 270. Northern Renaissance Art.** (3h) Survey of painting, sculpture, and printmaking in Northern Europe from the mid-fourteenth century through the sixteenth century. (D)
- 272. Baroque Art.** (3h) Survey of major art, artists, and cultural issues in seventeenth-century Europe. (D)
- 273. Rococo to Revolution: The Art of Eighteenth-Century Europe.** (3h) Discussion-based study of painting, graphics, sculpture, and architecture in the historical and literary contexts of eighteenth-century Europe. (D)
- 275. History of Landscape Architecture.** (3h) Survey of garden and landscape design from the Roman period through the twentieth century. (D)
- 281. Nineteenth-Century Art.** (3h) Survey of European and American art from the French Revolution to 1900, emphasizing the major movements from Romanticism to Impressionism and Post-Impressionism. (D)
- 282. Modern Art Since 1900.** (3h) Survey of European and American painting in the twentieth and twenty-first centuries. (D)
- 284. Contemporary American Art.** (3h) Intensive study of American painting and sculpture from 1950 to the present. (D)
- 288. Modern Architecture.** (3h) Survey of European and American architecture from 1900 to the present. Alternates in fall semester with ART 233. (D)
- 297. Management in the Visual Arts.** (3h) Provides to both art and business students the essential skills, pragmatic experiences, and a conceptual framework for understanding the role the visual arts play within the national and international economy. Also listed as BUS 282. P—Junior or senior standing and POI.
- 331. American Foundations.** (3h) Interdisciplinary study of American art, music, literature and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lectures, discussions and field trips, including a tour of New York City museums. Term project in American art. Also listed as HST 349, HON 393, 394, and MUS 307. *Offered at Reynolda House in summer only.*
- 351. Women and Art.** (3h) Historical examination of the changing image of women in art and the role of women artists.
- 394. Issues in Art History.** (3h) Discussion-based course focusing on critical theory and methods employed by art historians working today as well as by some of the founding figures of the discipline. Intended for art history majors. P—Non-majors, POI.

396. Art History Seminar. (3h) Focused readings, discussion, and research on a topic selected by members of the faculty. P—One course in art history or POI.

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|----------------------------|-------------------------------------|
| <i>a. Ancient Art</i> | <i>h. Modern Architecture</i> |
| <i>b. Medieval Art</i> | <i>i. American Architecture</i> |
| <i>c. Renaissance Art</i> | <i>j. Art and Popular Culture</i> |
| <i>d. Baroque Art</i> | <i>k. Film</i> |
| <i>e. Modern Art</i> | <i>l. Architecture and Urbanism</i> |
| <i>f. Contemporary Art</i> | <i>m. Museums</i> |
| <i>g. American Art</i> | <i>n. Special Topics</i> |

Studio Art

All studio art courses 200⁵ and above and 110A-G may be repeated. Prerequisites may be waived with permission of instructor.

110. Topics in Studio Art. (3h) Used to designate studio art courses in the Wake Forest summer school. (D) Studio art courses are determined by individual instructors in the following areas:

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|-----------------------|--------------------------|
| <i>a. Drawing</i> | <i>e. Photography</i> |
| <i>b. Painting</i> | <i>f. Digital Art</i> |
| <i>c. Printmaking</i> | <i>g. Special Topics</i> |
| <i>d. Sculpture</i> | |

111. Introduction to Studio Art Fundamentals. (3h) Students are introduced to basic elements of two-dimensional and three-dimensional fine art through hands-on experimentation and critical thinking. Six class hours per week. (D)

112. Introduction to Painting. (3h) Introduction to the fundamentals of the contemporary practice of oil painting. No prior painting experience required, although prior studio art experience is recommended. (D)

114. Digital Art I. (3h) Introduction to the fundamentals of art-making using computer software. Emphasis is on the acquisition of basic skills and concepts focusing on two-dimensional image manipulation and basic Web page design as an art form. A working knowledge of the Windows operating system required. (D)

115. Introduction to Sculpture. (3h) Introduction to basic sculptural styles and multimedia, with emphasis on contemporary concepts. Prior studio experience is recommended. (D)

117. Introduction to Printmaking. (3h) Introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. (D)

118. Introduction to Drawing. (3h) Drawing fundamentals emphasizing composition, value, line, and form. (D)

119. Introduction to Photography. (3h) Introduction to black and white photography with a brief introduction to digital imaging. Technical information serves the goal of understanding contemporary aesthetic and critical issues. Students must provide a manual 35 mm SLR camera. (D)

120. Re/Imaging Berlin. (3h) Students research the history, location and the creation of specific historical documents, such as the photographs from the airlift of 1948 and the film of President Kennedy's (now cliché) "Ich bin ein Berliner" speech. Students travel to these sites on bicycle and re-photograph the area. Each student creates a body of images, which will be printed on a

desktop inkjet printer for regular critiques. A short “German Language and Culture Survival” course is included. *Offered in summer only in Berlin.* (CD)

210. Topics in Studio Art. (3h) Used to designate studio art courses taken at other institutions. Studio art courses are determined by individual instructors in the following areas:

- | | |
|----------------|-------------------|
| a. Drawing | e. Photography |
| b. Painting | f. Digital Art |
| c. Printmaking | g. Special Topics |
| d. Sculpture | |

211. Intermediate Drawing. (3h) Emphasis on idea development in realistic and abstract styles in drawing and water color media. May be repeated. P—ART 111 or 118 or 218 or POI.

212. Painting II. (3h) Continuation of ART 112 with concentrated emphasis on conceptual development and technical exploration. *Offered in the fall semester only.* P—ART 112.

213. Painting III. (3h) Individualized course of study with emphasis on refining the skills and concepts developed in Painting II. May be repeated. *Offered in fall semester only.* P—ART 212.

214. Digital Art II. (3h) Continuation of critical and technical development of computer generated art-making with a focus on strengthening aesthetic and technical skills using two-dimensional as well as time-based media such as video and sound. P—ART 114.

215. Public Art. (3h) Covers art that is sited in the public realm. Exercises with various sites, materials, and audiences culminate in a public project. *Offered in fall semester, even years.* P—ART 115 or POI.

216. Sculpture Fabrication. (3h) Fabrication of small scale sculpture using wood, fabric, and metal. Projects stress craftsmanship and imagination. *Offered in spring semester, odd years.* P—ART 115 or POI.

217. Intermediate Printmaking. (3h) Continuation of ART 117, with emphasis on idea development. May be repeated. P—ART 117.

218. Figure Drawing. (3h) Introduction to drawing the nude model using a variety of media and approaches. May be repeated once. P—Any 100 level course or POI.

219. Darkroom Photography. (3h) Further exploration of traditional black and white photography, camera techniques, aesthetic, and critical issues to increase the understanding of the contemporary photographic image. Not offered every semester. P—ART 119.

221. Advanced Drawing. (3h) Individual study with faculty guidance. May be repeated. P—ART 211.

222. Advanced Painting. (3h) Individual study with faculty guidance focusing on developing a body of work for exhibition. Covers various aspects of professional practice including artist statements and proposals, and portfolio development. May be repeated. *Offered in spring semester only.* P—ART 212.

224. Digital Art III. (3h) Continuation of digital art-making using selected digital media to create independent projects. Forms may include: interactive multimedia using both CD-ROM and the Internet, advanced digital image creation, animation, sound, and video. Emphasis is on development of personal aesthetics, technical excellence, and understanding of the contemporary issues of digital art-making. P—ART 214.

225. Bodies and Objects. (3h) Explores the social and psychological ramifications of making objects based on the body through casting and other techniques. *Offered in fall semester, odd years.* P—ART 115 or POI.

226. Sculpture Installation. (3h) Exercises to develop an understanding of material, process, and audience as they relate to contemporary sculpture. Major projects for the course are an installation and a design project. *Offered in spring semester, even years.* P—ART 115 or POI.

227. Advanced Printmaking. (3h) Individual study with faculty guidance. May be repeated. P—ART 217.

229. Digital Photography. (3h) Further exploration of digital photography camera techniques, digital printing, aesthetic, and critical issues to increase the understanding of the contemporary photographic image. Not offered every semester. P—ART 119 or POI.

239. Videography. (3h) Exploration of videography, DV camera techniques, digital editing, non-camera animation, aesthetic, and critical issues to increase the understanding of contemporary video art. Not offered every semester. P—ART 119 or POI.

2905. Printmaking Workshop. (3h) Workshop exploring relief, intaglio, lithography, and monotype techniques. Open to students at any skill level. *Offered in the summer.*

295. Studio Seminar. (1.5h, 3h) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—POI.

Other Art Courses

291. Individual Study. (1.5h, 3h) Independent study with faculty guidance. P—POI.

293. Practicum. (3h) Internships in local cultural organizations, to be arranged and approved in advance by the art department. Pass/Fail. P—POI.

299. International Studies in Art. (3h) Offered by art department faculty in locations outside of the United States, on specific topics in art history or studio art. *Offered in the summer.* (D)

2320. English Art, Hogarth to the Present. (3h) Survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by a special lecturer. *Offered in London.* (D)

2693. Venetian Renaissance Art. (3h) Survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.* (D)

2712. Studies in French Art. (3h) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.* (D)

2767. Austrian Art and Architecture. (3h) Study of the development of Austrian art and architecture and its relationship to European periods and styles. Includes visits to sites and museums. *Offered in Vienna.* (D)

Biology (BIO)

Chair Kathleen A. Kron

Charles M. Allen Professor of Biology Gerald W. Esch

Thurman D. Kitchin Professor of Biology Ronald V. Dimock Jr.

Reynolds Professor Susan Fahrbach

William L. Poteat Professor of Biology Raymond E. Kuhn

Charles H. Babcock Chair of Botany William K. Smith

Professors David J. Anderson, Carole L. Browne, Robert A. Browne, William E. Conner, James F. Curran, Herman E. Eure, Kathleen A. Kron, Hugo C. Lane, Gloria K. Muday, Wayne L. Silver, Peter D. Weigl

Z. Smith Reynolds Foundation Fellow and Associate Professor Miles R. Silman

Associate Professors Miriam A. Ashley-Ross, Brian W. Tague, Clifford W. Zeyl

Assistant Professor Erik C. Johnson

Senior Lecturer A. Daniel Johnson

Lecturer Pat C.W. Lord

Research Professors J. Whitfield Gibbons, Terry C. Hazen

Research Associate Professor A. Dennis Lemly

Adjunct Assistant Professor and Director of Microscopy Anita K. McCauley

Adjunct Assistant Professors Victor Apanius, Hanya Chrispeels

Adjunct Instructor R. Gant Hewett

The department offers programs leading to a bachelor of arts and a bachelor of science degree in biology. Sophomore students electing to major in biology should consult with a major adviser to determine which degree program would be most appropriate for their career objectives. The requirements for completion of each degree program are those in effect at the time of the declaration of the major, since the curriculum and the departmental requirements may change slightly during the student's period of residence.

The requirements for both the BA and BS degree programs are a minimum of thirty-four hours in biology. A maximum of four hours of research in biology may be applied toward the major, but an additional four hours (BIO 393 and/or 394) may be taken and applied toward graduation as elective hours. A minimum grade point average of 2.0 on biology courses taken at Wake Forest is required for graduation with a major in biology. Prospective majors are strongly urged to select either BIO 112 or 113 as their first course in biology. BIO 213 and 214 are more advanced courses and should be taken after BIO 112 and 113. Most prospective majors also should take CHM 111 and 122 in their first year.

Students pursuing the bachelor of arts (BA) degree are required to take BIO 112, 113, 213, and 214 and at least two 300 level four-hour biology courses. Co-requirements for the BA degree include the following laboratory courses: CHM 111 and 122 and one additional course in mathematics or physical science.

Students pursuing the bachelor of science (BS) degree are required to take BIO 112, 113, 213, 214, a research experience (such as BIO 391 or an equivalent program approved by the major adviser) and at least two 300 level four-hour biology courses. Co-requirements for the BS degree include the following laboratory courses: CHM 111, 120 (or 223) and 122, PHY 113, 114 and one additional course in mathematics or physical sciences at the 200 level or above.

A minor in biology requires sixteen hours. Courses taken pass/fail cannot count toward a minor. A minimum overall grade point average of 2.0 must be earned on all Wake Forest biology courses taken to complete a minor. The requirements for the minor are those that are in effect at the time of the declaration of the minor, since the curriculum and the departmental requirements may change slightly during the student's period of residence.

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," a graduating student must have a minimum grade point average of 3.0 in all courses and a 3.3 in biology courses. In addition, the student must submit an honors paper describing his or her independent research project, written in the form of a scientific paper, which must be submitted to and approved by an advisory committee. Specific details regarding the honors program, including selecting an adviser and an advisory committee, deadlines, and writing of the honors thesis, may be obtained from the chair of the departmental Undergraduate Studies Committee.

Special Note. Students enrolled at Wake Forest may not take courses in biology at other institutions to satisfy divisional requirements.

101. Biology and the Human Condition. (4h) Introductory course that focuses on the relevance to society of recent breakthroughs in biology. Basic principles are covered. Emphasizes recent advances in biology placed in the context of their ethical, social, political, and economic implications. Intended for students with little or no previous experience in biology. Does not count toward the major or minor in biology. Lab—three hours. (D)

111. Biological Principles. (4h) Study of the general principles of living systems with focus on the cellular, organismal, and populational levels of biological organization, emphasizing the role of heredity and evolution in these systems. Intended for students with little or no previous experience in biology. Does not count toward the major or minor in biology. Lab—three hours. (D)

112. Comparative Physiology. (4h) Introduction to the form and function of organisms, with emphasis on physical principles, structural organization, and critical function of plants and animals. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. (D)

113. Evolutionary and Ecological Biology. (4h) Introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations, and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. (D, QR)

213. Genetics and Molecular Biology. (4h) Introduction to the principles and processes of heredity, information flow, and gene function. Topics covered include Mendelian genetics, molecular genetics, and the origin of genetic variation. Lab—three hours.

214. Cellular Biology. (4h) Introduction to the principles and processes of cellular biology and their impact on organismal function. Topics include molecular organization of cellular structures, regulations of cellular functions, bioenergetics, and metabolism. Introduces cancer, immunology, and developmental biology. Lab—three hours. P—BIO 112 and CHM 111, or POI.

216. Biodiversity. (4h) Introductory course that traces the history of life on earth and looks at its diversification in an evolutionary and ecological context. Lectures cover the mechanisms of

biological diversification and surveys life on earth. Labs introduce students to the broad diversity of life through exercises with living organisms. Lab—three hours. (D)

301-306. Topics in Biology. (1-4h) Seminar and/or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

307. Biophysics. (3h) Introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. Also listed as PHY 307. P—BIO 112 or 214, PHY 113, 114, or POI.

314. Evolution. (3h) Analysis of the theories, evidences, and mechanisms of evolution. P—BIO 112 and 113.

315. Population Genetics. (4h) Study of the amount and distribution of genetic variation in populations of organisms, and of how processes such as mutation, recombination, and selection affect genetic variation. Lectures present both an introduction to theoretical studies, and discussion of molecular and phenotypic variation in natural populations. Labs make use of computer modeling and simulation, and experiments using populations of fruitflies and other model organisms as appropriate. P—BIO 113 and 213. (QR)

317. Plant Physiology and Development. (3h) Lecture course examines the growth, development, and physiological processes of plants. Control of these processes is examined on genetic, biochemical, and whole plant levels. P—BIO 112, 213, and 214.

318. Plant Physiology and Development. (4h) Lecture and laboratory course examines the growth, development, and physiological processes of plants. Control of these processes is examined on genetic, biochemical, and whole plant levels. Labs consist of structured experiments and an independently designed research project. Lab—three hours. P—BIO 112, 213, and 214.

320. Comparative Anatomy. (4h) Study of the vertebrate body from an evolutionary, functional, and developmental perspective. Labs emphasize structure and function, primarily through the dissection of representative vertebrates. Lab—three hours. P—BIO 112 and 113.

321. Parasitology. (4h) Survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours. P—BIO 112 and 113.

322. Biomechanics. (4h) Analysis of the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems. Lab—three hours. P—BIO 112.

323. Animal Behavior. (4h) Survey of laboratory and field research on animal behavior. Lab—three hours. P—BIO 112 and 113.

324. Hormones and Behavior. (3h) Introduction to the hormonal regulation of behavior in a broad range of animals, including humans and invertebrates. Topics include reproductive behavior, parental behavior, social behavior, sex differences, aggressive behavior, stress, mood, and the regulation of molting in insects. P—BIO 112.

325. Chronobiology. (3h) Introduction to the field of biological rhythms, covering different types of rhythms, their evolution, and the mechanisms by which such rhythms are generated and regulated at the molecular, cellular, and system levels. P—BIO 213, 214, or POI.

- 326. Microbiology.** (4h) Structure, function, and taxonomy of microorganisms with emphasis on bacteria. Topics include microbial ecology, industrial microbiology, and medical microbiology. Lab emphasizes microbial diversity through characterizations of isolates from nature. P—BIO 213 and 214; CHM 122.
- 331. Invertebrates.** (4h) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours. P—BIO 112 and 113.
- 333. Vertebrates.** (4h) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Lab devoted to systematic, field, and experimental studies. Lab—three hours. P—BIO 112 and 113.
- 335. Insect Biology.** (4h) Study of the diversity, structure, development, physiology, behavior, and ecology of insects. Lab—three hours. P—BIO 112 and 113.
- 335S. Insect Biology.** (4h) A study of the diversity, structure, development, physiology, behavior, and ecology of one of the most diverse taxa on earth. Course location and field trip destinations to be announced each summer. *Five-week course taught during the summer.* P—POI.
- 337. Plants and People.** (4h) Explores various associations between plants and people, their interrelationships, medical as well as ethical, and the impact of these interrelationships on various contemporary societies. Lab—three hours.
- 338. Plant Systematics.** (4h) Study of the diversity and evolution of flowering plants. Lectures emphasize the comparative study of selected plant families, their relationships and the use of new information and techniques to enhance our understanding of plant evolution. Labs emphasize more practical aspects of plant systematics such as the use of identification keys, recognition of common local plants, molecular techniques, and basic phylogenetic analysis.
- 339. Principles of Biosystematics.** (4h) Exploration of the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods of constructing evolutionary trees, sources of data, and cladistic biogeography. Lab—three hours.
- 340. Ecology.** (4h) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—three hours. P—BIO 112 and 113. (QR)
- 341. Marine Biology.** (4h) Introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours. P—BIO 112 and 113.
- 342. Aquatic Ecology.** (4h) Designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—three hours. P—BIO 113.
- 343. Tropical Ecology.** (3h) Exploration of the ecology, biodiversity, history, and future of tropical ecosystems. Lectures emphasize ecological principles and rely heavily on the primary literature. An upper-level ecology course is recommended. P—BIO 112 and 113.
- 344S. Tropical Marine Ecology.** (4h) Intensive field-oriented course focusing on tropical marine ecosystems and their biological communities. Emphasis is on biodiversity, the ecology of dominant taxa, the interactions between physical and biological processes, and the structure and function of representative communities. Includes 2.5 weeks at the Hofstra University Marine

Laboratory, Jamaica. *Offered in the summer only.* P—Minimum of one year of college biology including BIO 113 and POI.

345. Neurobiology. (3h) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches are integrated in the study of the peripheral and central nervous systems. P—BIO 112 and 214.

346. Neurobiology. (4h) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches are integrated in the study of the peripheral and central nervous systems. Labs emphasize electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—three hours. P—BIO 112 and 214.

347. Physiological Plant Ecology. (3h) Designed to provide a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rain forests. P—BIO 112 and 113.

348. Physiological Plant Ecology. (4h) Designed to provide a fundamental understanding of how plants have adapted to the stresses of their habitats, particularly in harsh or extreme environments such as deserts, the alpine, the arctic tundra, and tropical rainforests. Labs introduce students to a broad array of field instrumentation. P—BIO 112 and 113. (QR)

349S. Tropical Biodiversity. (4h) Intensive field course in tropical biodiversity. Students travel to major tropical biomes, including deserts, glaciated peaks, and rain forests. Lectures emphasize the basic ecological principles important in each ecosystem; laboratories consist of student-designed field projects. Course location varies yearly. *Offered in the summer only.* P—BIO 112 and 113 and POI.

350. Conservation Biology. (3h) Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources are examined. P—BIO 113.

351. Vertebrate Physiology. (4h) Lecture and laboratory course examining regulatory principles, integration in the nervous system and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates. P—BIO 112 and 214.

352. Developmental Neuroscience. (4h) Focuses on the development of neural structures and the plasticity of the mature nervous system. Attention is given to experimental model systems, particularly *Drosophila melanogaster*. The laboratory features molecular, immunocytochemical, and cell culture techniques for the study of neurons. P—BIO 213 and 214.

354. Vertebrate Endocrinology. (3h) Lecture course that considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates. P—BIO 112 and 214.

355. Avian Biology. (4h) Lecture and laboratory course emphasizing ecological and evolutionary influences on the physiology, behavior, and population biology of birds. Includes taxonomy of the world's major bird groups. Lab—three hours. P—BIO 112 and 113.

359. Genomics. (3h) Introduction to the acquisition, analysis, and utility of DNA sequence information. Topics include structural, comparative, and functional genomics, genetic mapping, bioinformatics, and proteomics. P—BIO 213.

- 360. Development.** (4h) Description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. Lab—three hours. P—BIO 112 and 214.
- 361. Microbial Pathogenesis.** (3h) Explores the molecular mechanisms by which microorganisms attack hosts, how hosts defend against pathogens, and how these interactions cause disease. P—BIO 112, 214, and POI.
- 362. Immunology.** (3h) Study of the components and protective mechanisms of the immune system. P—BIO 112 and 214.
- 363. Sensory Biology.** (3h) Lecture course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for BIO 363, 363S, and 364. P—BIO 112 and 214.
- 363S. Sensory Biology.** (3h) Lecture course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for BIO 363, 363S, and 364. *Offered in the summer only. Taught in Ljubljana, Slovenia.* P—BIO 112 and 214 and POI.
- 364. Sensory Biology.** (4h) Lecture and laboratory course with emphasis on sensory physiology and other aspects of sensory systems, e.g. molecular biology and anatomy. Credit not allowed for BIO 363, 363S, and 364. P—BIO 112 and 214.
- 365. Biology of the Cell.** (4h) Lecture and laboratory course on classic experiments and recent advances in cell biology. Lectures emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the targeting of macromolecules, cell-cell communication, and the control of cell division. The text for this course consists of papers that have led to the Nobel Prize in Physiology and Medicine and more current work using biological tools. The lab introduces basic techniques in cell biology and leads to an independent project. Lab—three hours. P—BIO 112, 213, and 214.
- 365S. Biology of the Cell.** (3h) Lecture course with emphasis on cellular biology and reading of the primary literature. *Offered in the summer only. Taught in Ljubljana, Slovenia.* P—BIO 213, 214 and POI.
- 367. Virology.** (3h) Designed to introduce students to viruses, viral/host interactions, pathogenicity, methods of control and their use in molecular biology, including gene therapy. P—BIO 112, 213, and 214.
- 368. The Cell Biological Basis of Disease.** (3h) Examines some of the defects in basic cellular mechanisms that are responsible for many diseases. P—BIO 112 and 214.
- 369. The Cell Biological Basis of Disease.** (4h) Examines some of the defects in basic cellular mechanisms that are responsible for many diseases. The labs use advanced microscopic and histological techniques to investigate basic properties of cells. P—BIO 112 and 214.
- 370. Biochemistry: Macromolecules and Metabolism.** (3h) Lecture course introducing the principles of biochemistry with an emphasis on the experimental approaches that elucidated these principles. Topics include structure, function, and biosynthesis of biological molecules, analysis

of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as CHM 370. P—BIO 214 and either CHM 223 or 230, or POI.

370L. Biochemistry: Macromolecules and Metabolism. (1h) Laboratory course introducing the principles of biochemistry with an emphasis on the experimental approaches that elucidated these principles. Topics include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Labs emphasize approaches for isolation and analysis of proteins and enzymes. Also listed as CHM 370L. P—BIO 214 and either CHM 223 or 230, or POI.

372. Molecular Biology. (4h) Analysis of the molecular mechanisms by which stored genetic information directs cellular development. Emphasis is on storage and transmission of genetic information, regulation of gene expression, and the role of these processes in development. Labs focus on modern techniques of recombinant DNA analysis. Lab—three hours. P—BIO 112, 213, and 214.

376. The Biology of Fishes. (4h) Comparative study of structure/function, classification, ecology and phylogeny of fish. Lab—three hours. P—BIO 112 and 113.

377. Community Ecology. (4h) Advanced ecology course covering mechanisms that determine the dynamics and distribution of plant and animal assemblages: life-history, competition, predation, geology, climate, soils, and history. Lectures focus on ecological principles and theory. Labs include local field trips and discussion of the primary literature. Several weekend field trips. Lab—three hours. P—BIO 112, 113, and 214. (QR)

378. Biogeography. (3h) Study of geographical, historical and ecological influences on the distribution, movements and diversity of organisms. Seminar relies on extensive reading, film, and map work as a basis of class discussions. P—BIO 112, 113.

380. Biostatistics. (3h) Introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. A student who receives credit for this course may not also receive credit for ANT 380, BUS 201, HES 262, or SOC 371. (QR)

381. Biostatistics Laboratory. (1h) Application of computer-based statistical software. May not be used to satisfy one of the three 300-level four-hour courses required for the major if paired with BIO 380. (QR if paired with 380)

385. Oceanography. (3h) Introduction to geological, chemical, physical, and biological oceanography taught at the Sea Education Association program at Woods Hole, MA. P—Admission to the Sea Education Association program and approval of departmental chair and/or his or her designate.

386. Practical Oceanography. (4h) A two-part lecture/laboratory course offered at sea in which students observe and apply in the field the concepts and sampling techniques introduced in the shore component. Part of the Sea Education Association program taught at Woods Hole, MA. P—Admission to the Sea Education Association program and approval of departmental chair and/or his or her designate.

391, 392. Research in Biology. (2h, 2h) Independent library and laboratory investigation carried out under the supervision of a member of the staff. P—POI. Pass/Fail or for grade at discretion of the instructor.*

393, 394. Research in Biology. (2h, 2h) Designed for students who wish to continue research projects beyond BIO 391 and 392. Not to be counted toward major.* P—POI. Pass/Fail option.

396. Biomedical Ethics. (3h) Lectures and seminars examining contemporary issues in biomedical ethics including the proper role of biomedical research and current controversies in health care and medical practice. P—BIO 112 and 214.

Chemistry (CHM)

Chair Christa L. Colyer

John B. White Professor of Chemistry Willie L. Hinze

Thurman D. Kitchin Professor of Chemistry Dilip K. Kondepudi

William L. Poteat Professor of Chemistry Mark E. Welker

Professors Bradley T. Jones, S. Bruce King, Abdessadek Lachgar,

Ronald E. Nofle, Robert L. Swofford

Z. Smith Reynolds Foundation Fellow and Associate Professor Christa L. Colyer

Associate Professors Ulrich Bierbach, Paul B. Jones

Assistant Professors Rebecca W. Alexander, Bernard A. Brown II, Karen L. Buchmueller,

Akbar Salam, Suzanne L. Tobey

Senior Lecturer Angela Glisan King

Visiting Assistant Professor Latifa Chahoua

Visiting Associate Professor Catherine O. Welder

Visiting Professor Albert Rives

The department offers programs leading to the BA and BS degrees in chemistry. The BS degrees are certified by the American Chemical Society. A minimum grade point average of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum grade point average of 2.0 in their chemistry courses numbered 200 or above. Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter-grade basis only (even those courses not required for the major). Majors are required to complete on a letter-grade basis the required physics, biology, and mathematics courses.

The department will accept transfer courses completed by incoming transfer students provided that those courses were taken only at four-year colleges and universities that offer a major in chemistry. These courses must be equivalent in content and level to courses offered at Wake Forest (as judged by a departmental curriculum committee). Courses taken in summer school elsewhere, or in Wake Forest University study abroad programs, must meet these same criteria and receive pre-approval. Advanced courses, 300-level and above, are typically

* The same numbered course cannot be repeated. Subsequent courses should be taken in consecutive order.

not transferable. Students enrolled at Wake Forest may not take courses in chemistry at other institutions to satisfy divisional requirements.

The bachelor of science degree in chemistry requires 37.5 hours in chemistry and must include the following courses (and corequisite labs): 111, 122, 223, 230, 260, 334, 341, 344, 361, 381, 382, 383, 391 (or 392); one of the following courses: 370, 372 or 356/357; MTH 111 and 112 and either 113 or 301; and PHY 111 or 113, and 114. The BS program is designed for those students who plan a career in chemistry at the bachelor or advanced degree level.

The bachelor of science degree in chemistry with concentration in biochemistry requires 37.5 hours in chemistry and must include the following courses (and corequisite labs): 111, 122, 223, 230, 260, 334, 341, 361, 370, 372, 381, 382, 383, 391 (or 392); BIO 112, 213, 214; MTH 111, 112; PHY 111 or 113, and 114, and one additional 300-level elective in either biology or chemistry.

The bachelor of arts degree in chemistry requires 28 hours in chemistry and includes the following courses (and corequisite labs): 111, 122, 230, 260, 341; three of the following courses (and corequisite labs): 223, 334, 342 (or 344), 361, 370; one of the following courses: 381, 382, 383, 391 or 392; MTH 111, 112; and PHY 111 or 113 and 114. The BA degree program is designed for those students who do not plan to do graduate work in the physical sciences but desire a stronger background in chemistry than is provided in the chemistry minor program.

The bachelor of arts degree in chemistry with concentration in biochemistry and biophysics requires 32.5 to 33.5 hours in chemistry and must include the following courses (and corequisite labs): 111, 122, 223, 230, 260, 341, 370, 391 or 392 (may substitute PHY 381 or 382 or BIO 391, 392, 393, or 394); two electives from 334, 342, 361, 372; two electives from BIO 112, 213, 214; MTH 111, 112; PHY 111 or 113, 114, 215; and one elective from PHY 307/325, 320/323.

A minor in chemistry requires nineteen hours in chemistry and must include at least one of the following: 334, 341, 356/357, 361, or 370. The department will not accept courses taken pass/fail to count toward the minor.

Honors. Qualified majors are considered for honors in chemistry. To be graduated with the designation “Honors in Chemistry,” a student must have a minimum grade point average in chemistry courses of 3.3 and a minimum overall grade point average of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. For additional information, members of the departmental faculty should be consulted.

The Health Professions Program at Wake Forest recommends that students take the following chemistry courses before the end of the third year: 111, 122, 223, 230, 260. Students interested in this track should see the Health Professions Program adviser for more information.

For the **BS major**, the following schedule of chemistry and related courses is typical:

First Year:	CHM 111, 111L, 122, 122L; MTH 111, 112
Sophomore:	CHM 223, 223L, 230, 260; MTH 113 (or 301); PHY 111 or 113, 114
Junior:	CHM 341, 341L, 344, 342L, 381, 382, 383, 391 (or 392); MTH 113 (or 301)
Senior:	CHM 334, 334L, 361, 361L, 381, 382, 300-level elective

For the **BS major with concentration in biochemistry**, the following schedule of chemistry and related courses is typical:

First Year:	BIO 112; CHM 111, 111L, 122, 122L; MTH 111, 112
Sophomore:	BIO 213, 214; CHM 223, 223L, 230, 260; PHY 111 or 113, 114
Junior:	CHM 341, 341L, 370, 370L, 372, 391 (or 392)
Senior:	CHM 334, 334L, 361, 361L, 381, 382, 383, 300-level elective in biology or chemistry

For the **BA major**, the following schedule of chemistry and related courses is typical:

First Year:	CHM 111, 111L, 122, 122L; MTH 111, 112
Sophomore:	CHM 230, 260; PHY 111 or 113, 114
Junior:	CHM 341, 341L, and one upper-level elective
Senior:	Either CHM 381, 382, 383, 391, or 392 and two upper-level electives

For the **BA major with concentration in biochemistry and biophysics**, the following schedule of chemistry and related courses is typical:

First Year:	CHM 111, 111L, 122, 122L; MTH 111, 112
Sophomore:	One BIO elective; CHM 223, 223L, 230, 260; PHY 111 or 113, 114
Junior:	One BIO elective; CHM 341, 341L, 370, 370L, 391 or 392 (or substitute); PHY 141
Senior:	Two upper-level CHM electives and one PHY elective

For variations in the schedules above, the student should consult a member of the faculty in chemistry.

108. Everyday Chemistry. (4h) Introduction to chemistry for non-science majors. Laboratory covers experimental aspects of topics discussed in lecture. Students may not receive credit for both CHM 108 and CHM 111. Lab—two hours. (D, QR)

***111. College Chemistry.** (3h) Fundamental chemical principles. C—CHM 111L. (D, QR)

***111L. College Chemistry Lab.** (1h) Laboratory covers experimental aspects of basic concepts. Lab—three hours. C—CHM 111.

120. Physics and Chemistry of the Environment. (4h) Coheres the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. Also listed as PHY 120. (D, QR)

***122. Introduction to Organic Chemistry.** (3h) Principles and reactions of organic chemistry. P—CHM 111. C—CHM 122L. (D)

***122L. Introduction to Organic Chemistry Lab.** (1h) Lab—four hours. P—CHM 111. C—CHM 122.

* The lecture and corresponding lab are strict corequisites of each other. A student must register for both during the same semester. (However, either can be repeated independently if the student wishes.)

- *223. Organic Chemistry II.** (3h) Principles and reactions of organic chemistry and introductory biochemistry. P—CHM 122. C—CHM 223L.
- *223L. Organic Chemistry II Lab.** (1h) Lab—four hours. P—CHM 122. C—CHM 223.
- 230. Analytical Biochemistry.** (2h) Survey of laboratory methods used to determine the composition of biological samples. 7.5 weeks. Lab—four hours. P—CHM 122.
- 260. Introduction to Inorganic Chemistry.** (2h) Introductory thermodynamics; descriptive inorganic and bio-inorganic chemistry. 7.5 weeks. Lab—four hours. P—CHM 230.
- 301, 302. Elective Research.** (0h, 0h) P—POI.
- 334. Chemical Analysis.** (4h) Theoretical and practical applications of modern methods of chemical analysis. Lab—four hours (CHM 334L). P—CHM 341, 341L, or POI.
- *341. Physical Chemistry I.** (3h) Fundamentals of thermodynamics and phenomenological kinetics, and introductory computational methods. Also listed as PHY 341. P—CHM 260, MTH 111, PHY 111 or 113, and 114. C—CHM 341L, MTH 112, (PHY 113, with POI).
- *341L. Physical Chemistry I Lab.** (1h) Lab—four hours. P—CHM 260, MTH 111, PHY 113-114. C—CHM 341, MTH 112.
- *342. Physical Chemistry IIA.** (3h) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. P—CHM 341, MTH 111-112, PHY 113-114. C—CHM 342L, (PHY 114, with POI).
- *342L. Physical Chemistry IIA Lab.** (1h) Lab—four hours. P—CHM 341, MTH 111-112, PHY 113-114. C—CHM 342 or 344.
- *344. Physical Chemistry IIB.** (3h) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—CHM 341, MTH 111-112 and 301 (or 113), PHY 113-114. C—CHM 342L, (PHY 114, with POI).
- 356, 357. Chemical Spectroscopy.** (1.5h, 1.5h) Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, physical, and biological chemistry. Emphasis varies. Seven-week courses. May be repeated for credit. P—CHM 342 or 344, or POI.
- *361. Inorganic Chemistry.** (3h) Principles and reactions of inorganic chemistry. P—CHM 341. C—CHM 361L or POI.
- *361L. Inorganic Chemistry Lab.** (1h) Lab—four hours. P—CHM 341. C—CHM 361.
- 370. Biochemistry: Macromolecules and Metabolism.** (3h) Lecture course introducing the principles of biochemistry including structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, bioenergetics, and regulation of metabolic pathways. Also listed as BIO 370. P—BIO 214 and either CHM 223 or 230, or POI.

* The lecture and corresponding lab are strict corequisites of each other. A student must register for both during the same semester. (However, either can be repeated independently if the student wishes.)

370L. Biochemistry: Macromolecules and Metabolism Lab. (1h) Laboratory emphasizes approaches for isolation and analysis of proteins and enzymes. Also listed as BIO 370L. P—BIO 214 and either CHM 223 or 230, or POI. C or P—CHM 370.

372. Biochemistry: Protein and Nucleic Acid Structure and Function. (3h) Special topics in biochemistry, including catalytic mechanisms of enzymes and ribozymes, use of sequence and structure databases, and molecular basis of disease and drug action. P—CHM 223 and 370 (or BIO 370).

381, 382. Chemistry Seminar. (0h, 0h) Discussions of contemporary research. Attendance required of BS chemistry majors in the junior and senior years.

383. Chemical Literature. (1h) Introduction to the chemical literature and searching techniques for the acquisition of chemical information. P—CHM 122.

391, 392. Undergraduate Research. (1.5h, 1.5h) Undergraduate research. Lab—eight hours. May be repeated for credit.

Classical Languages (CLA)

Chair John L. Andronica

Professors John L. Andronica, Mary L. B. Pendergraft, Robert W. Ulery Jr.

Associate Professor James T. Powell

Adjunct Associate Professor Darlene R. May

Adjunct Instructor Dorothy M. Westmoreland

Visiting Jordanian Fulbright Scholar Bilal Humeidan

The Department of Classical Languages offers majors and minors in three areas: Greek, Latin, and classical studies. The department also offers courses in Modern Standard Arabic language and conversation, and Arabic literature.

A major in Greek requires twenty-seven hours in the department beyond Greek 112. Twenty-one of these hours must be in Greek courses; Greek 225 and CLA 275 are required.

A minor in Greek requires fifteen hours: Greek 153; two 200-level courses in Greek; CLA 275; and one additional course in Greek (200-level), Latin, or classics.

A major in Latin requires twenty-seven hours in the department beyond Latin 153. Eighteen of these hours must be in Latin courses; Latin 250 and CLA 276 are required.

A minor in Latin requires fifteen hours: three 200-level courses in Latin; CLA 276; and one additional course in Greek, Latin (200-level), or classics.

A major in classical studies requires thirty hours. A minimum of twenty-four hours must be taken in the department. The following are required:

- a. One 200-level course in Greek or Latin (prerequisites to this course do not count toward the thirty required hours);
- b. CLA 275 and CLA 276;
- c. CLA 281;

- d. At least one course from the following: ART 241. (Ancient Art); ART 244. (Greek Art); ART 245. (Roman Art); HST 308. (Alexander the Great); PHI 232. (Ancient Greek Philosophy); PHI 331. (Plato); PHI 332. (Aristotle); POL 271. (Classical Political Thought); REL 314. (Ancient Israel and Her Neighbors). Other courses may be substituted by permission of the department.

A minor in classical studies requires a minimum of eighteen hours in the department, of which no more than seven may be in Greek or Latin courses. CLA 275 or 276 and CLA 281 are required.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies may serve as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chair of the department.

Honors. Highly qualified majors are invited by the department to participate in the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For additional information, members of the departmental faculty should be consulted. (Refer to the section "Honors Study" in this bulletin for minimum college requirements.)

Greek

111, 112. Elementary Greek. (4h, 4h) Introduction to the language; provides a foundation for reading the ancient authors.

153. Intermediate Greek. (3h) Review of grammar; readings in classical authors. P—Greek 112 or equivalent.

211. Plato. (3h) Selections from the dialogues of Plato. P—Greek 153 or equivalent.

212. Homer. (3h) Selections from the Iliad and the Odyssey. P—Greek 153 or equivalent.

221. Greek Readings. (1.5h or 3h) Designed to meet individual needs and interests. Course may be repeated for a total of six credit hours. P—POI.

225. Advanced Grammar and Composition. (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Greek 200-level or equivalent.

231. The Greek New Testament. (3h) Selections from the Greek New Testament. P—Greek 200-level or equivalent.

241. Greek Tragedy. (3h) Close study of a selected tragedy or tragedies. Includes consideration of the origin and history of Greek tragedy, with collateral reading of other tragedies in English translation. Seminar. P—Greek 200-level or equivalent.

242. Greek Comedy. (3h) Close study of a selected comedy or comedies of Aristophanes. Includes consideration of the origin and history of Greek comedy, with collateral reading of other comedies in English translation. Seminar. P—Greek 200-level or equivalent.

291, 292. Honors in Greek. (1.5h, 1.5h) Directed research for honors paper. P—POD.

Latin

111, 112. Elementary Latin. (3h, 3h) Introduction to the language; provides a foundation for reading in the ancient authors.

113. Intensive Elementary Latin. (4h) Introduction to the language; covers the material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

120. Reading Medieval Latin. (1.5h, 3h) Introduction to post-classical Latin with readings in selected works from late antiquity and the Middle Ages. P—Latin 112 or equivalent.

153. Intermediate Latin. (4h) Review of grammar and selected introductory readings. P—Latin 112 or 113.

211. Introduction to Latin Poetry. (3h) Readings from selected poets mainly of the late Republic and early Empire, with an introduction to literary criticism. P—Latin 153 or equivalent.

212. Introduction to Latin Prose. (3h) Readings primarily from the works of Cicero, with attention to their artistry and historical context. P—Latin 153 or equivalent.

216. Roman Lyric Poetry. (3h) Interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace. P—Latin 153 or equivalent.

218. Roman Epic Poetry. (3h) Readings in the epics of Virgil and Ovid, with attention to their position in the epic tradition. P—Latin 153 or equivalent.

221. Roman Historians. (3h) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography. P—Latin 200-level or equivalent.

225. Roman Epistolography. (3h) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid. P—Latin 200-level or equivalent.

226. Roman Comedy. (3h) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques. P—Latin 200-level or equivalent.

231. Roman Elegy. (3h) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition. P—Latin 200-level or equivalent.

241. Roman Satire. (3h) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire. P—Latin 200-level or equivalent.

243. Latin Readings. (1.5h or 3h) Designed to meet individual needs and interests. Course may be repeated for a total of six credit hours. P—POI.

250. Advanced Grammar and Composition. (3h) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings. P—Latin 200-level or equivalent.

260. Seminar in Latin Poetry. (3h) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.

280. Seminar in Latin Prose. (3h) Advanced study in selected authors and topics. A research paper is required. P—Latin 200-level or equivalent.

291, 292. Honors in Latin. (1.5h, 1.5h) Directed research for the honors paper. P—POD.

Arabic

111, 112. Elementary Arabic. (3h, 3h) A two-semester course designed for students with no knowledge of the language. Focuses on developing proficiency in reading, writing, listening, and speaking skills in Modern Standard Arabic. Introduction to Arabic script and basic grammar, with oral and written drills and reading of simple texts.

153. Intermediate Arabic. (4h) Review of grammar and focus on the acquisition of more complex grammatical structures, vocabulary building, and expansion of reading, writing, and listening skills in Modern Standard Arabic. P—Arabic 112

213. Introduction to Arabic Literature. (3h) Reading of selected texts in Arabic, ranging from the Quran to medieval fiction, nonfiction works, and modern short stories, for the purpose of building vocabulary and reading skills, expanding knowledge of grammatical structures, and deepening cultural understanding. P—Arabic 153 or equivalent.

218. Basic Arabic Conversation. (1.5h or 3h) A language course based on cultural material intended to develop students' aural skills and oral proficiency in Modern Standard Arabic by increasing vocabulary and reinforcing command of grammar. P—Arabic 153 or equivalent.

288. Arabic Individual Study. (1.5h or 3h) Course may be repeated for a total of six credit hours. P—POI.

Classics

151. Ethics in Greece and Rome. (1.5h) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties*, with attention to our own ethical dilemmas. A knowledge of the Greek and Latin languages is not required.

252. Women in Antiquity. (3h) Explores the place of women in Greek and Roman society through the study of a wide range of primary sources, literary and non-literary. A knowledge of the Greek and Latin languages is not required. (CD)

255. Classical Epic: Iliad, Odyssey, Aeneid. (3h) Study of the three principal epic poems from ancient Greece and Rome. A knowledge of the Greek and Latin languages is not required. (D)

259. Virgil and His English Legacy. (3h) Study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. Also listed as ENG 319.

261. Greek Myth. (3h) Consideration, principally through close study of selected literary works, of Greek myth in its various forms, primary (archaic and classical periods) and secondary (Hellenistic and Roman); the course also considers Greek myth's afterlife in the modern period. A knowledge of the Greek language is not required. (D)

263. Greek Tragedy. (3h) Study of the plays of Aeschylus, Sophocles, and Euripides. A knowledge of the Greek language is not required. (D)

264. Greek and Roman Comedy. (3h) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is not required. (D)

- 274. Special Topics.** (1.5-3h) Special topics in Classical literature and culture. May be repeated for credit.
- 275. The Age of Pericles.** (3h) Study of Greek culture in all its aspects during the fifth century. A knowledge of the Greek language is not required. (CD)
- 276. The Age of Augustus.** (3h) Study of Roman culture in all its aspects during the early Empire. A knowledge of the Latin language is not required. (CD)
- 281. Seminar in Classical Studies.** (3h) Offered by members of the faculty on topics of their choice. A knowledge of Greek and Latin languages is not required. May be repeated for credit. P—Any CLA 200-level course.
- 285. Interdisciplinary Seminar in the Greco-Roman World.** (3h) Seminar designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. Explores, from various points of view, the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. Also listed on as REL 285. Course may be repeated for credit.
- 288. Individual Study.** (1.5h or 3h) Course may be repeated for a total of six hours. P—POI.
- 291, 292. Honors in Classical Studies.** (1.5h, 1.5h) Directed research for the honors paper. P—POD.

Communication (COM)

Chair Randall Rogan

Reynolds Professor of Film Studies Peter Brunette

University Distinguished Chair in Communication Ethics

and Professor of Communication Michael J. Hyde

Professors Michael David Hazen, Randall G. Rogan

Associate Professors Mary M. Dalton, Marina Krcmar, John T. Llewellyn, Allan D. Loudon, Ananda Mitra, Margaret D. Zulick

Assistant Professors Steven M. Giles, Donald Helme

Visiting Assistant Professor Alessandra Beasley

Adjunct Assistant Professor Dee Oseroff-Varnell, Linda Petrou

Lecturer Jack Lucido

Instructor Ernest S. Jarrett

Adjunct Instructors Connie Chesner, Susan L. Faust, Melissa Painter Greene,

Danielle Powell, Ross Smith

Debate Coach Ross K. Smith

A major in communication requires thirty hours, at least twelve of which must be at the 300-level. All majors are required to take courses 100, 110 or 102, 220 and 225 and should begin their study of communication with these courses. An overall minimum grade point average of 2.0 in all communication courses attempted is required for graduation.

The Department of Communication offers its majors the opportunity to concentrate in special areas of study. Communication majors may choose to concentrate in communication science, media studies, or rhetorical studies. Students may also opt to choose courses across the concentrations as a general communication major.

In addition to the major course requirements, COM 100, 110 or 102, 220, and 225, students who want to declare a concentration must successfully complete five courses within a particular concentration. Students may declare two concentrations within the department. The major course requirements remain in effect for those students, and they must take a minimum of eighteen hours at the 300-level. Students may not count courses used to meet the required five courses within a particular concentration to fulfill requirements for a second concentration. A list of courses approved to fulfill the concentrations in communication science, media studies, and rhetorical studies is maintained by the communication department. Students declaring a concentration must do so prior to the beginning of their final semester.

A minor in communication requires eighteen hours, at least three of which must be at the 300-level, and shall include courses 100, 110 or 102, and 220 or 225. An overall minimum grade point average of 2.0 in all communication courses attempted is required for graduation.

Students may enroll in up to three hours of practicum in any semester. For three hours of internship credit, students need a minimum of 120 on-site contact hours; applications for three hours of practicum in one semester need to be approved by a faculty supervisor, the internship director, and/or the director of undergraduate studies. Students can earn a maximum of six hours practicum, only three hours of which may be counted toward a major in communication. Communication 280 and 281 are open to majors and minors only who satisfy departmental requirements.

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program in communication. To be graduated with the designation "Honors in Communication," students must pass the departmental honors courses (398 and 399), complete a senior research project, and satisfactorily defend their work in an oral examination. For more details, consult faculty members in the department.

Finally, no student may take more than a total of six hours in COM 280, 281, 282, 283, 284, and 285 combined, and only three hours may count toward a major in communication.

100. Introduction to Communication and Rhetoric. (3h) Introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another. (D)

102. Debate and Advocacy. (3h) The use of argumentative techniques in oral advocacy: research, speeches, and debate. (D)

110. Public Speaking. (3h) Study of the theory and practice of public address. Lab experiences in the preparation, delivery, and critique of informative and persuasive speeches. (D)

113. Interpersonal Communication. (3h) Introduction to interpersonal communication theory, research and principles. (D)

114. Group Communication. (3h) Introduction to the theory and practice of group interaction and decision-making. Features lectures and discussions of theory and includes opportunities to participate in formal and informal group processes. (D)

116. On-Camera Performance. (3h) Introduces students to the theory and practice of performing for the camera. Covers basic method acting, newscasting, and other performance formats. Also listed as THE 141.

- 117. Writing for Public Relations and Advertising.** (1.5h, 3h) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Also listed as JOU 286. P—POI.
- 140. Information and Disinformation on the Internet.** (1.5h) Examination of information gathering practices on the Internet and World Wide Web. Students develop and apply standards for evaluating information through analysis of Web sites dealing with important and controversial topics.
- 212. Introduction to Production and Theory.** (3h) Introduction to the theory and practice of media production, including critical and aesthetic theories, scriptwriting, producing, directing, photography, sound recording, editing, and standards of operation for the production facilities and equipment. This course is a prerequisite for 213, 214, 215, and 310.
- 213. Media Production: Documentary.** (3h) Introduction to the theory and practice of producing nonfiction works in film or video, including conventional documentary forms and autobiographical or experimental works. P—COM 212.
- 214. Media Production: Narrative.** (3h) Introduction to the theory and practice of producing narrative works in film and video. P—COM 212.
- 215. Broadcast Journalism.** (3h) Introduction to the theory and practice of broadcast journalism. Topics include ethics, technology, and the media as industry, and projects address writing, producing, and performing for radio and television. P—COM 212.
- 216. Media Production: Studio.** (3h) Introduction to the theory and practice of producing studio programs in video.
- 220. Empirical Research in Communication.** (3h) Introduction to methodological design and univariate statistics as used in communication research.
- 225. Historical/Critical Research in Communication.** (3h) Introduces students to the historical and critical analysis of rhetoric. Examines current methods of rhetorical criticism with a view to researching and composing a critical paper in the field.
- 245. Introduction to Mass Communication.** (3h) A historical survey of mass media and an examination of major contemporary media issues. Also listed as JOU 275. (D)
- 246. Introduction to Film.** (3h) Introduction to the aesthetics of motion pictures through a study of the basic elements of film such as cinematography, editing, sound, lighting, and color. (D)
- 270. Special Seminar.** (1-3h) Examination of selected topics in communication.
- 280. Communication Internship I.** (1.5h) Individual communication internships to be approved, supervised, and evaluated by an appropriate faculty adviser. Pass/Fail only. P—POI.
- 281. Communication Internship II.** (1.5h) Individual communication internships to be approved, supervised, and evaluated by an appropriate faculty adviser. Pass/Fail only. P—POI.
- 282. Debate Practicum I.** (1.5h) Individual projects in debate to be approved, supervised, and evaluated by an appropriate faculty adviser. Pass/Fail only. P—POI.
- 283. Debate Practicum II.** (1.5h) Individual projects in debate to be approved, supervised, and evaluated by an appropriate faculty adviser. Pass/Fail only. P—POI.

- 284. Production Practicum I.** (1.5h) Individual projects or collaborations with appropriate professionals in media production to be approved, supervised, and evaluated by a faculty adviser. Pass/Fail only. P—POI.
- 285. Production Practicum II.** (1.5h) Individual projects or collaborations with appropriate professionals in media production to be approved, supervised, and evaluated by a faculty adviser. Pass/Fail only. P—POI.
- 286. Individual Study.** (1-3h) Directed study in an area of interest to be approved and supervised by a faculty adviser. P—POI.
- 287. Research Practicum I.** (1.5) Credit opportunities for students to collaborate with faculty on research projects. Awards credit to students assisting faculty with research initiatives led by the faculty. Projects may be short term, culminating in presentation or publication, or longitudinal, where the student participates in an on-going effort. Pass/Fail only. P—POI.
- 288. Research Practicum II.** (1.5) Awards credits to students assisting faculty with research initiatives led by the faculty. Projects may be short term, culminating in presentation or publication, or longitudinal, where the student participates in an on-going effort. Pass/Fail only. P—POI.
- 300. Classical Rhetoric.** (3h) Study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine. Offered in alternate years.
- 301. Semantics and Language in Communication.** (3h) Study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. Also listed as LIN 301.
- 302. Argumentation Theory.** (3h) Examination of argumentation theory and criticism; examines both theoretical issues and social practices. *Offered in alternate years.*
- 303S. Directing the Forensic Program.** (1.5h, 3h) Pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*
- 304. Freedom of Speech.** (3h) Examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. *Offered in alternate years.*
- 305. Communication and Ethics.** (3h) Study of the role of communication in ethical controversies.
- 306. Seminar in Rhetorical Theory: Burke & Bakhtin.** (3h) Examines the language theories of Kenneth Burke and Mikhail Bakhtin in relation to contemporary rhetorical theory.
- 310. Advanced Media Production.** (3h) Students produce advanced projects in either film or video over which they assume significant creative control. P—COM 212 and at least one of 213, 214, or 215.
- 311. Film Theory and Criticism.** (3h) Critical study of film through an analysis of selected theories, filmmakers, and film texts. P—COM 246 or POI.
- 312. Film History to 1945.** (3h) Survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.
- 313. Film History since 1945.** (3h) Survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.

- 314. Mass Communication Theory.** (3h) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. P—COM 245.
- 315. Communication and Technology.** (3h) Exploration of how communication technologies influence the social, political, and organizational practices of everyday life.
- 316. Screenwriting.** (3h) Introduction to narrative theory as well as examination of the role of the screenwriter in the motion picture industry, the influence of genre on screenwriting, and exploration of nontraditional narrative structures. Students complete an original, feature-length screenplay.
- 317. Communication and Popular Culture.** (3h) Explores the relationship between contemporary media and popular culture from a cultural studies perspective using examples from media texts.
- 330. Communication and Conflict.** (3h) Review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.
- 331. Communication, Terrorism, and Hostage Negotiation.** (3h) Examines domestic and international terrorism as grounded in extant communication theory, with emphasis on explicating the role that communication plays in current conceptualizations and responses to terrorism.
- 335. Survey of Organizational Communication.** (3h) Overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization.
- 336. Organizational Rhetoric.** (3h) Explores the persuasive nature of organizational messages—those exchanged between organizational members and those presented on behalf of the organization as a whole. *Offered in alternate years.*
- 337. Rhetoric of Institutions.** (3h) Study of the communication practices of institutions as they seek to gain and maintain social legitimacy. *Offered in alternate years.*
- 338. African-American Rhetoric.** (3h) Explores how African Americans have invented a public voice in the twentieth century. Focuses on how artistic cultural expression, in particular, has shaped black public speech. (CD)
- 340. American Rhetorical Movements to 1900.** (3h) Examines the interrelation of American rhetorical movements through the nineteenth century by reading and analyzing original speeches and documents with emphasis on antislavery and women's rights.
- 341. American Rhetorical Movements since 1900.** (3h) Examines the interrelation of American rhetorical movements in the twentieth century by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student radicals, and women's liberation.
- 342. Political Communication.** (3h) Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising.
- 343. Presidential Rhetoric.** (3h) Examines theory and practice of speechmaking and mediated presidential communication.
- 350. Intercultural Communication.** (3h) Introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. *Offered in alternate years.* (CD)

351. Comparative Communication. (1.5h, 3h) Comparison of communicative and linguistic processes in one or more national cultures with those of the United States. Also listed as LIN 351 and INS 349. Credit not given for both COM 351A and INS 349. (CD)

351A. *Japan* (CD)

351D. *Multiple Countries* (CD)

351B. *Russia* (CD)

351E. *China* (CD)

351C. *Great Britain* (CD)

352. Interpersonal Seminar. (3h) Advanced study of theories and research in one or more of the specialized concentrations of interpersonal communication.

353. Persuasion. (3h) Examination of theories and research concerning the process of social influence in contemporary society.

354. International Communication. (3h) In-depth look at the role of mass media in shaping communication between and about cultures using examples from traditional and emerging media systems.

355. Health Communication. (3h) Examination of theories, research, and processes of health communication in contemporary society.

370. Special Topics. (1-3h) Examination of topics not covered in the regular curriculum.

380. Great Teachers. (1h, 1.5h, 3h) Intensive study of the ideas of three noted scholars and teachers in the field of communication. Students interact with each teacher during a two- to three-day visit to Wake Forest.

398. Honors in Communication I. (1.5h) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. Fall semester only. P—POD.

399. Honors in Communication II. (1.5h) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. Spring semester only. P—POD.

Computer Science (CSC)

Chair Stan J. Thomas

Reynolds Professor Robert J. Plemmons

Reynolds Professor of Computational Biophysics Jacquelyn S. Fetrow

Associate Professors Jennifer J. Burg, Daniel A. Cañas, Errin W. Fulp, David J. John,

Stan J. Thomas, Todd C. Torgersen

Assistant Professors V. Paúl Pauca, William H. Turkett Jr.

Lecturer in Digital Media Yue-Ling Wong

Lecturer Brian A. Kell

Adjunct Assistant Professor Timothy E. Miller

Adjunct Instructor M. Thomas Malinzak

Visiting Professor Michael W. Berry

A major in computer science requires thirty-seven hours in computer science and three courses in mathematics. The courses in computer science must include 111, 112, 211, 221, 222, 231, and 241. The required courses in mathematics are 112, 117, and 121 or 302. Either MTH 256 or 357 is also recommended for students considering graduate work in computer science. All students

anticipating a major in computer science are encouraged to take CSC 111 and the appropriate mathematics courses during their first year of college. Potential majors should consult a major adviser in the department for assistance in planning an appropriate course of study.

A minor in computer science requires four computer science courses of at least three hours each and numbered higher than 110; MTH 117; and an additional three hours in mathematics other than MTH 105.

A minimum grade point average of 2.0 in courses that comprise a major or minor in the department is required for graduation.

Students with a special interest in multimedia development may wish to consider a program of study that combines computer science and digital art. Advisers in either the computer science or the art department can provide further information on coordinating a computer science major with an art minor, or vice versa.

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program. To be graduated with the designation “Honors in Computer Science,” students must satisfactorily complete a senior research paper and have a minimum grade point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest University may not take courses in computer science at other institutions to satisfy divisional requirements.

101. Overview of Computer Science. (4h) Lecture and laboratory. Introduction to the organization and use of computers. Topics include computer architecture, systems, theory, logic, programming, the Internet, multimedia, and ethical, legal, and social issues. Does not count toward the computer science major or minor. Lab—two hours. (D)

108. Introduction to Programming. (4h) Lecture and laboratory. Introduction to the basic concepts of computer programming and problem solving for students with varied backgrounds and no prior programming experience. The programming language used and the focus vary by instructor. Topics may include multimedia programming, game programming, graphic animation, and scientific computing. Does not count toward the computer science major or minor. Lab—two hours. (D)

111. Introduction to Computer Science. (4h) Lecture and laboratory. Rigorous introduction to the process of algorithmic problem solving and programming in a modern programming language. Recommended as the first course for students considering a major or minor in computer science. Lab—two hours. P—Non-declared majors/minors only or POI. (D)

112. Fundamentals of Computer Science. (4h) Lecture and laboratory. Problem solving and program construction using top-down design, data abstraction, and object-oriented programming. Linear data structures, recursion, and software development tools are introduced. Lab—two hours. P—CSC 111 or POI. (D)

165. Problem Solving Seminar. (1h) Weekly seminar designed for students to develop their problem solving skills designing and implementing software. Does not count toward the computer science major or minor. May be taken twice. Pass/Fail. P—CSC 112.

191. Special Topics. (1h, 2h, or 3h) Topics in computer science that are not covered in regular

courses or that give special practice in skills used in other courses. Not to be counted toward the major or minor in computer science. May be taken more than once if the topic changes.

193. Independent Study. (1h, 2h, or 3h) Independent study directed by a faculty adviser, not to be counted toward the computer science major or minor. By prearrangement.

211. Computer Organization. (4h) Lecture and laboratory. Computer organization from the perspective of instructions, including the central processor, busses, input and output units, and memory units. Weekly two-hour laboratory covers combinational logic, loaders and linkers, assembly language, address computation, and other architecture-related functions. Lab—two hours. P—CSC 112 and MTH 117. (D)

221. Data Structures and Algorithms I. (3h) Study, analysis, and implementation of abstract data structures such as stacks, queues, trees, and graphs. Complexity analysis of algorithms that operate upon these structures. P—CSC 112. P or C—MTH 117. (D)

222. Data Structures and Algorithms II. (3h) A continuation of the study, analysis, and implementation of abstract data structures. The complexity of algorithms is studied more rigorously than in CSC 221, and complexity classes are introduced. P—CSC 221 and MTH 111. (QR)

231. Programming Languages. (4h) Lecture and laboratory. Comparative study of programming language paradigms, including imperative languages, functional programming, logic programming, and object-oriented programming. Syntax, semantics, parsing, grammars, and issues in language design are covered. Lab—two hours. P—CSC 112 and MTH 117.

241. Computer Systems. (3h) Introduction to concepts of operating systems and networks including processor and memory management, concurrency, and protocol independent data communications. P—CSC 211 and 221.

311. Computer Architecture. (3h) In-depth study of computer system and architecture design. Topics include processor design, memory hierarchy, external storage devices, interface design, and parallel architectures. P—CSC 211.

321. Database Management Systems. (3h) Introduction to large-scale database management systems. Topics include data independence, database models, query languages, security, integrity, and concurrency. P—CSC 221.

331. Object-Oriented Software Engineering. (3h) Study of software design and implementation from an object-oriented perspective, covering abstraction, encapsulation, data protection, inheritance, composition, polymorphism, and dynamic vs. static binding. Students practice software engineering principles through team projects. P—CSC 221 and 231.

333. Principles of Compiler Design. (3h) Study of techniques for compiling computer languages including scanning, parsing, translating, and generating and optimizing code. P—CSC 211 and 221.

341. Operating Systems. (3h) Study of the different modules that compose a modern operating system. In-depth study of concurrency, processor management, memory management, file management, and security. P—CSC 241.

343. Internet Protocols. (3h) Study of wide area connectivity through interconnection networks. Emphasis is on Internet architecture and protocols. Topics include addressing, routing, multicasting, quality of service, and network security. P—CSC 241.

- 346. Parallel Computation.** (3h) Study of hardware and software issues in parallel computing. Topics include a comparison of parallel architectures and network topologies, and an introduction to parallel algorithms, languages, programming, and applications. P—CSC 222 and 241.
- 352. Numerical Linear Algebra.** (3h) Numerical methods for solving matrix and related problems in science and engineering. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language such as Pascal, FORTRAN, or C is required. Credit is not allowed for both CSC 352 and MTH 326. P—CSC 111 and MTH 112, and MTH 121 or 302.
- 355. Introduction to Numerical Methods.** (3h) Numerical computations on modern computer architectures; floating-point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations, and least squares methods. Credit not allowed for both CSC 355 and MTH 355. P—CSC 111 and MTH 112, and MTH 121 or 302.
- 361. Digital Media.** (3h) Introduction to digital media covering sampling and quantization, resolution, color representation, multimedia file formats, data encoding and compression, multimedia network issues, streaming data, and multimedia programming. P—CSC 221 and MTH 111.
- 363. Computer Graphics.** (3h) Study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P—CSC 221 and MTH 121 or 302.
- 365. Image Processing Fundamentals.** (3h) Study of the basic theory and algorithms for image enhancement, restoration, segmentation, and analysis. P—CSC 221 and MTH 121 or 302.
- 371. Artificial Intelligence.** (3h) Introduction to problems in artificial intelligence. Knowledge representation and heuristic search in areas such as planning, machine learning, pattern recognition, and theorem proving. P—CSC 222.
- 385. Bioinformatics.** (3h) Introduction to bioinformatics and computing techniques essential to current biomedical research. Topics include genome and protein sequence and protein structure databases, algorithms for bioinformatics research, and computer architecture and environment considerations. Also listed as PHY 385. P—CSC 112 or POI.
- 391. Selected Topics.** (1h, 2h, or 3h) Topics in computer science that are not studied in regular courses or which further examine topics covered in regular courses. P—POI.
- 393. Individual Study.** (1h, 2h, or 3h) Independent study directed by a faculty adviser. By prearrangement. No more than three hours may be counted toward the computer science major. Not to be counted toward the minor in computer science.

Counseling (CNS)

Chair Samuel T. Gladding

Professors John P. Anderson, Samuel T. Gladding, Donna A. Henderson

Assistant Professors Debbie W. Newsome, Laura J. Veach

Instructor Pamela Karr

Adjunct Assistant Professors Robin L. Daniel, John J. Schmidt,

Marianne Schubert, Kenneth W. Simington

Adjunct Instructors Johnne Armentrout, Paige Bentley, Tania Hoeller-Castillero

The Department of Counseling offers most courses at the graduate level. The following courses are the only courses currently offered at the undergraduate level.

102. Career Planning. (2h) Covers the three components of the career planning process: (1) personal assessment of work-related values, interests and skills; (2) exploration of career options; and (3) resume-writing, interviewing, and job search skills. Half semester.

353. College Student Development. (2h) A course of study for resident advisers that provides the skills and knowledge necessary to work successfully with college students in a residence environment. Includes student development theory, coping with behavioral problems, crisis management, making connections, mediating conflict, and other issues.

364. Creative Arts in Counseling. (3h) Examines the history, theories, processes, and techniques of using the creative arts in counseling with clients throughout the lifespan. Attention is given to the visual and performing arts such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, drama, and music. Juniors and seniors only.

Cultural Resource Preservation (CRP)

(Interdisciplinary Minor)

Coordinator Assistant Professor of Anthropology Paul Thacker

The Departments of Anthropology, Art, History, and Sociology offer an interdisciplinary minor in cultural resource preservation which gives students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archaeological, historical, and architectural resources.

The minor requires HST 366. Studies in Historic Preservation (3h), and four other courses for a total of fifteen hours. These fifteen hours must be distributed among at least three departments. The following courses may be included in the minor. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

Electives for Cultural Resource Preservation

ANT 112. Introduction to Archaeology. (3h)

305. Museum Anthropology. (4h)

370. Old World Prehistory. (3h)

- 374. Prehistory of North America. (3h)
- 378. Conservation Archaeology. (1.5h)
- 381., 382. Archaeological Research. (3h, 3h)
- ART 233. American Architecture. (3h)
- 275. History of Landscape Architecture. (3h)
- 288. Modern Architecture. (3h)
- 293. Practicum. (3h)
- HST 398. Individual Study. (1-3h)
- SOC 151. Principles of Sociology. (3h)

Students intending to minor in cultural resource preservation should consult the adviser appointed from one of the participating departments and listed with the registrar. Students are strongly urged to consult the adviser during the first semester of their junior year. Equivalent courses must be approved by the adviser.

Early Christian Studies

(Interdisciplinary Minor)

Coordinators Associate Professor of Classical Languages Mary Pendergraft
and Professor of Religion Kenneth G. Hoglund

The interdisciplinary minor in early Christian studies currently requires eighteen hours.

A. The student must take the following courses:

- REL 321. Introduction to the New Testament. (3h) or
- 324. Early Christian Literature. (3h)
- CLA 276. The Age of Augustus. (3h)
- CLA/REL 285. Interdisciplinary Seminar in the Greco-Roman World. (3h)

B. The student must take three additional courses (nine additional hours), with no more than one course (three hours) from any one department, from the following list. Additional elective courses may have been approved since publication of this bulletin. The program coordinators maintain a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

Electives for Early Christian Studies

- ART 241. Ancient Art. (3h)
- 244. Greek Art. (3h)
- 245. Roman Art. (3h)
- 396. Art History Seminar. (1.5h, 3h)
 - a. Ancient Art / b. Medieval Art
- CLA/Greek 231. The Greek New Testament. (3h)
- HST 315. Greek History. (3h)
- 316. Rome: Republic and Empire. (3h)
- PHI 232. Ancient Greek Philosophy. (3h)
- 331. Plato. (3h)
- 332. Aristotle. (3h)

- REL 261. Foundations of Traditional Judaism. (1.5h)
- 319. Visions of the End: Jewish and Christian Apocalyptic. (3h)
- 320. The Search for Jesus. (3h)
- 321. Introduction to the New Testament (3h)
- 322. The General Epistles. (3h)
- 323. The Parables of Jesus. (3h)
- 324. Early Christian Literature. (3h)
- 326. Early Christian Theologians: Paul. (3h)
- 327. The Story of Jesus. (3h)
- 372. History of Christian Thought. (3h)

East Asian Languages and Cultures (EAL)

Chair David P. Phillips

Associate Professors Patrick Moran, David P. Phillips

Assistant Professor Yaohua Shi

Senior Lecturer Yasuko T. Rallings

Adjunct Instructor Shaozhong Liu

The department offers majors in Chinese and Japanese, with concentrations in Chinese language, Chinese language and literature, Japanese language, and Japanese language and literature. In addition to language proficiency at the level of CHI 201 or JPN 201, the majors require ten three-credit-hour courses in language and culture and related courses. Study abroad in Japan, China, or Taiwan is also required. Under special circumstances, a student may substitute an approved intensive immersion program in the United States for the study abroad requirement, with permission of the department chair. A minimum "C" average is required for all courses in the major.

The majors in Chinese and Japanese require six core courses: three advanced language courses (CHI or JPN 220, 230, and 231), a course taken abroad in reading and writing (CHI or JPN 190), an introduction to East Asian history and culture (HST 249, EAL 275 or equivalent), and an independent research project (EAL 300). The inclusion towards the major of language courses taken abroad other than those which are officially designated Wake Forest programs requires permission from the department.

Students have the option of majoring in language, or in language and literature. Majors in Chinese or Japanese language require, in addition to the core courses, four elective courses; up to two elective courses may be in the other East Asian language. For majors in Chinese or Japanese language and literature, in addition to the core courses, three literature courses (EAL/HMN 219, EAL/HMN 221, CHI/JPN 250, CHI 252/JPN 251, or CHI/JPN 350) and one elective course outside East Asian languages and cultures are required. One of these three literature courses can be a literature in translation course.

Honors. Highly qualified majors should apply for admission to the honors program in East Asian languages and cultures. To be graduated with the designation "Honors in Chinese" or "Honors in Japanese" following completion of EAL 300, the student must enroll in EAL 302, present an honors-quality research paper, successfully defend the paper in an oral examination,

and earn an overall grade point average of 3.0 with an average of 3.3 on work in courses taken as part of the major in Chinese or Japanese. For additional information, students should consult members of the department.

Minors in Chinese language and in Japanese language. Following completion of core courses (CHI or JPN 101, 102, 153, and 201) the minors require twelve hours of advanced study in the language. The standard sequence consists of CHI or JPN 220, 230, 231, and 190, although substitutions are allowed with permission from the department chair. Minor candidates are also required to participate in an approved semester educational exchange program in China, Taiwan, or Japan. A cumulative C average is required for courses taken in the minor.

Requests for exceptions to the stated curriculum should be made to the department chair. Elective courses should be selected from an approved list in the department chair's office. More specific descriptions of each of the majors and course sequences are also available there.

East Asian Languages and Cultures (EAL)

170. Understanding Japan. (3h) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations. Credit not given for both EAL 170 and EAL 175. Also listed as HMN 170. (CD)

175. Japanese Culture: Insight and Outreach. (3h) Develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both EAL 170 and EAL 175. Also listed as HMN 175. (CD)

219. Introduction to Japanese Literature. (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as HMN 219.

221. Introduction to Chinese Literature. (3h) Readings and discussions in fiction, drama, and poetry from the traditional and modern periods. Also listed as HMN 221.

251. The Asian-American Experience: Literature and Personal Narratives. (3h) Introduction to the writings and narratives of Asian Americans of South and Southeast Asian descent, including Asian Americans of Chinese, Japanese, Korean, and Indian descent. Explores the process of assimilation, including the effects of immigration and cultural conflict on literary forms of expression, as well as the formation of new cultural identities. Also listed as HMN 251. (CD)

252. Introduction to Chinese Film. (3h) Introductory study of film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the twentieth century to the present. Explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment. Also listed as HMN 252.

275. Survey of East Asian Culture. (3h) Exploration of the cultural, historical, political, and economic development of China and Japan, with an emphasis on cultural shifts that resulted from the transition from pre-industrial societies of the seventeenth and eighteenth centuries to world powers of the mid- to late- twentieth and early twenty-first centuries. The interaction between these cultures will also be examined. (CD)

300. Independent Research in East Asian Studies. (1h, 2h, 3h) Supervised independent research project on a topic related to China or Japan. Students are expected to draw on their previous

studies in East Asian languages and cultures and related areas of study in choosing an appropriate topic. Supervision is conducted by a faculty member. Majors are requested to designate second advisers in related departments. If the research project is not completed in one semester, the course may be repeated once for credit. This course must be taken prior to the last semester before graduation. P—POI and permission of chair.

301. Special Topics. (3h) Selected themes and approaches to East Asian literature, drama, culture, and film. Topics to be chosen by staff prior to the term the course is offered. May be repeated for credit. P—POI.

302. Honors Seminar. (3h) Writing of a major research paper. P—EAL 300 and POI.

American Ethnic Studies (AES)

240. Asian-American Legacy: A Social History of Community Adaptation. (3h) Introduction to the history, culture, and literature of the Asian-American communities, exploring issues of migration, assimilation, and the process of developing Asian-American identities in the twentieth and early twenty-first centuries. Also listed as SOC 240. (CD)

Chinese (CHI)

101, 102. Elementary Chinese. (4h, 4h) Emphasis on the development of listening and speaking skills in Mandarin. Introduction to the writing system and to basic sentence patterns. Lab required. P—for CHI 102 is CHI 101 or equivalent.

153. Intermediate Chinese I. (4h) Study in grammar, reading, conversation, and composition. Lab required. P—CHI 102 or equivalent.

190. Reading and Writing Chinese. (3h) Teaches reading and writing skills in Chinese language at the beginning and intermediate levels. Designed to accompany concurrent courses taken abroad in conversational Chinese and to provide a rigorous framework for the study and memorization of Chinese characters. Not offered at the Wake Forest campus. May be repeated for credit with POI.

196. Chinese Across the Curriculum. (1h) Coursework in Chinese done as an adjunct to specially-designated courses throughout the college curriculum. P—POI.

199. Individual Study. (1-3h) P—POI.

201. Intermediate Chinese II. (4h) Further study in grammar, reading, conversation, and composition. Lab required. P—CHI 153 or equivalent.

220. Advanced Conversation. (3h) Concentration on advanced conversational and interactional skills using a body of reading materials and audiovisual materials as the basis for class discussion. P—CHI 201 or POI.

230. Advanced Chinese I. (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—CHI 220 or POI.

231. Advanced Chinese II. (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—CHI 230 or POI.

250. Introduction to Literature Written in Chinese. (4h) Readings in Chinese in prose and poetry. P—CHI 231 or POI.

252. Recent Literature Written in Chinese. (3h) Readings in recent Taiwan and mainland Chinese literature. P—CHI 231 or POI.

255. Business Hanyu. (3h) Communicating in Mandarin Chinese for business purposes. Addresses cultural differences in communication and spoken and written linguistic forms. P—CHI 201 or POI.

350. Chinese Modern Literature Survey. (3h) Examines several key works of modern and contemporary literature in Chinese. Fosters critical reading and interpretive skills and teaches the stylistics of writing analytical essays. P—CHI 250, 252, or POI.

351. Classical Chinese. (3h) Vocabulary and syntax of the written Chinese language prior to the twentieth century, including readings from the fourth century BC authors such as Mencius, along with writings from later centuries. P—CHI 250, 252 or POI.

Communication (COM)

351A. Japanese and American Culture: Cross-Cultural Communication. (3h) Exploration of communication differences between the Japanese and the Americans. Japanese and American values, behavior, and beliefs are compared in determining effective methods for cross-cultural communication. Emphasis is on examining factors leading to miscommunication and the development of techniques for overcoming cultural barriers. Credit not given for both INS 349 and COM 351A. Also listed as INS 349. (CD)

Humanities (HMN)

170. Understanding Japan. (3h) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations. Credit not given for both HMN 170 and 175. Also listed as EAL 170. (CD)

175. Japanese Culture: Insight and Outreach. (3h) Develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both HMN 170 and 175. Also listed as EAL 175. (CD)

219. Introduction to Japanese Literature. (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as EAL 219.

221. Introduction to Chinese Literature. (3h) Readings and discussions in fiction, drama, and poetry from the traditional and modern periods. Also listed as EAL 221.

251. The Asian-American Experience: Literature and Personal Narratives. (3h) Introduction to the writings and narratives of Asian Americans of South and Southeast Asian descent, including Asian Americans of Chinese, Japanese, Korean, and Indian descent. Explores the process of assimilation, including the effects of immigration and cultural conflict on literary forms of expression, as well as the formation of new cultural identities.

252. Introduction to Chinese Film. (3h) Introductory study of film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the twentieth century to the present. Explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment. Also listed as EAL 252.

International Studies (INS)

349. Japanese and American Culture: Cross-Cultural Communication. (3h) Exploration of communication differences between the Japanese and the Americans. Japanese and American values, behavior, and beliefs are compared in determining effective methods for cross-cultural communication. Emphasis is on examining factors leading to miscommunication and the development of techniques for overcoming cultural barriers. Credit not given for both INS 349 and COM 351A. Also listed as COM 351A. (CD)

Japanese (JPN)

101, 102. Elementary Japanese. (4h, 4h) Emphasis on the development of listening and speaking skills. Introduction to the writing systems. Basic sentence patterns covered. Lab required. P for JPN 102 is JPN 101 or equivalent.

153. Intermediate Japanese I. (4h) Study in grammar, reading, conversation, and composition. Lab required. P—JPN 102 or equivalent.

190. Reading and Writing Japanese. (3h) Teaches reading and writing skills in Japanese language at the beginning and intermediate levels. Designed to accompany concurrent courses taken abroad in conversational Japanese, and to provide a rigorous framework for the study and memorization of Japanese characters. Not offered at the Wake Forest campus. May be repeated for credit with POI.

196. Japanese Across the Curriculum. (1h) Coursework in Japanese done as an adjunct to specially-designated courses throughout the college curriculum. P—POI.

199. Individual Study. (1-3h) P—POI.

201. Intermediate Japanese II. (4h) Further study in grammar, reading, conversation, and composition. Lab required. P—JPN 153 or equivalent.

220. Advanced Conversation. (3h) Study of conversational and interactional skills using reading materials and audiovisual materials as basis for class discussion. P—JPN 201 or POI.

230. Advanced Japanese I. (3h) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—JPN 220 or POI.

231. Advanced Japanese II. (3h) Continuation of JPN 230, with emphasis on oral presentation and compositional skills. P—JPN 230 or POI.

250. Introduction to Literature Written in Modern Japanese. (4h) Readings in Japanese in prose and poetry. P—JPN 231 or POI.

251. Readings in Japanese Literature. (3h) Readings in Japanese literature, society, and culture from the nineteenth century to contemporary literature. P—JPN 231 or POI.

350. Japanese Modern Literature Survey I. (3h) Examines several key works of modern and contemporary literature in Japanese. Fosters critical reading and interpretive skills and teaches the stylistics of writing analytical essays. P—JPN 250, 251 or POI.

351. Japanese Modern Literature Survey II. (3h) Further analysis of key works of modern and contemporary literature in Japanese. Fosters critical reading and interpretive skills and teaches the stylistics of writing analytical essays. P—JPN 350 or POI.

Philosophy (PHI)

350. The Main Streams of Chinese Philosophy and Religion. (3h). Also listed as REL 380. (See appropriate listings for descriptions and prerequisites of courses given in English.)

Religion (REL)

380. The Main Streams of Chinese Philosophy and Religion. (3h). Also listed as PHI 350. (See appropriate listings for descriptions and prerequisites of courses given in English.)

East Asian Studies (EAS)

(Interdisciplinary Minor)

Coordinator Associate Professor of East Asian Languages and Cultures David P. Phillips

The minor in East Asian studies provides an opportunity for students to undertake a multi-disciplinary study of the art, history, philosophy, politics, religion, and culture of East Asia. It consists of a total of eighteen hours. Candidates for the minor are required to take at least one course from three of the four curriculum groupings noted. (See course descriptions under appropriate course listings.) Nine or more of the hours towards the minor must focus on a geographical area—South Asia, Japan, China, or Southeast Asia.

Appropriate credit in various fields of East Asian studies also may be obtained by study abroad in programs approved by the coordinator. Interested students are encouraged, preferably in their sophomore year, to consult with the coordinator or an affiliated adviser to discuss their interests and structure a coherent course of study.

Courses may be chosen from among the list of approved courses. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

311. Special Topics in East Asian Studies. (1-3h) Intensive survey of one or more important issues in East Asian studies not included in the regular course offerings. P—POI.

381. Independent Research in East Asian Studies. (1-3h) Supervised independent research project on a topic related to East Asia. P—Permission of both instructor and coordinator of East Asian Studies. May be repeated for credit.

East Asian Studies Electives Group One: Humanities

HMN 170. Understanding Japan. (3h)

175. Japanese Culture: Insight and Outreach. (3h)

219. Introduction to Japanese Literature. (3h)

221. Introduction to Chinese Literature. (3h)

251. The Asian-American Experience: Literature and Personal Narratives. (3h)

252. Introduction to Chinese Film. (3h)

East Asian Studies Electives Group Two: Art, Philosophy, and Religion

ART 104. Topics in World Art (when focus is Asia). (3h)

PHI 350. The Main Streams of Chinese Philosophy and Religion. (3h)

- REL 361. The Buddhist World of Thought and Practice. (3h)
- 363. The Religions of Japan. (3h)
- 380. The Main Streams of Chinese Philosophy and Religion. (3h)
- 381. Zen Buddhism. (3h)
- 382. Religion and Culture in China. (3h)

East Asian Studies Electives Group Three: Social Sciences

- AES 240. Asian-American Legacy: A Social History of Community Adaptation. (3h)
- COM 351. Comparative Communication. (when topic is appropriate) (1.5h, 3h)
- INS 349. Japanese and American Culture: Cross-Cultural Communication (3h)
- POL 248. Chinese Politics. (3h)
- 260. U.S. and East Asia. (3h)

East Asian Studies Electives Group Four: History

- HST 244. Imperial China. (3h)
- 245. Modern China. (3h)
- 246. Japan before 1800. (3h)
- 247. Japan since 1800. (3h)
- 249. Introduction to East Asia. (3h)
- 347. Japan since World War II. (3h)

Economics (ECN)

Chair Robert M. Whaples

Archie Carroll Professor of Ethical Leadership John C. Moorhouse

Hultquist Family Professor of Economics J. Daniel Hammond

Reynolds Professor John H. Wood

Professors Allin F. Cottrell, Donald E. Frey, Claire H. Hammond, Michael S. Lawlor,
Perry L. Patterson, Robert M. Whaples

Zachary T. Smith Associate Professor Sylvain H. Boko

Associate Professors Frederick H. Chen, Jac C. Heckelman

Visiting Instructors John MacDonald, Blair C. Mongado, Julianne Treme

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government. Any (3h) economics course will satisfy a divisional requirement.

The major in economics consists of twenty-seven hours in economics, including Economics 150, 201, 205, 206, 207, and at least one course from ECN 211, 222, 252 or 274. A minimum grade of C is required in ECN 150 and 201, and a minimum of C- in ECN 205 and 207; in addition, students must achieve an overall 2.0 average in economics courses. The student also must make a minimum grade of C- in MTH 111 and MTH 109 (or similar course with permission of department chair). Students who receive a grade below C- in ECN 150 may not major in economics.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty adviser will assist each student in determining the particular combination of courses that satisfies his or her needs.

The minor in economics consists of eighteen hours, including ECN 150, 205, and 207. The mathematics and minimum grade requirements for the minor are the same as for the major.

Honors. Students may graduate with "Honors in Economics" if they have a grade point average of at least 3.0 and 3.3 in economics, and earn a minimum grade of B- in the research course, ECN 298. It is recommended that ECN 297 be taken as preparation for 298.

Bachelor of Science in Mathematical Economics. The Department of Economics and the Department of Mathematics offer a major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: ECN 150, 205, 207, 210, 211, 215, 218; MTH 112, 113, 121, 254, 255; and three additional (3h) courses chosen with the approval of the program advisers. Students electing the major must receive permission from both the Department of Economics and the Department of Mathematics. A minimum grade average of C in all courses attempted for the mathematical economics major is required for graduation.

Highly qualified mathematical economics majors are encouraged to apply for admission to the honors program in the major. To be graduated with the designation "Honors in Mathematical Economics," a student must satisfy the requirements of ECN 298 or MTH 381 by successfully completing a senior research project. Consult the program advisers for additional information.

150. Introduction to Economics. (3h) Survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. Preference in enrollment is given to students with sophomore or upperclass standing. (D)

201. Economic Data Analysis. (1.5h) Computer-oriented introduction to the gathering, presentation, and analysis of economic data. P—ECN 150.

205. Intermediate Microeconomics I. (3h) Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P—ECN 150. (D)

206. Intermediate Microeconomics II. (3h) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—ECN 205. (D)

207. Intermediate Macroeconomics. (3h) Development of macroeconomic concepts of national income, circular flow, income determination, IS-LM analysis, and Phillips curves. Emphasizes contributions of Keynes and the Keynesian tradition. P—ECN 150. (D)

210. Microeconomic Models. (1.5h) Development of formal models of consumer behavior, choice under risk, the firm, and demand and supply. Static and dynamic properties of the models are explored. P—ECN 205 and MTH 111.

211. Macroeconomic Models. (1.5h) Development of formal Keynesian, post-Keynesian, monetarist, and new classical macro models. Static and dynamic properties of the models are explored. P—ECN 207 and MTH 111.

- 215. Introduction to Econometrics.** (3h) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—ECN 150 and MTH 256. (D)
- 216. Game Theory.** (3h) Introduction to mathematical models of social and strategic interactions. P—ECN 205 and MTH 109 or 113. (D)
- 218. Seminar in Mathematical Economics.** (3h) Calculus and matrix methods used to develop basic tools of economic analysis. P—ECN 205, 207 and MTH 111, 112. (D)
- 221. Public Finance.** (3h) Examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt management. P—ECN 205. (D)
- 222. Monetary Theory and Policy.** (3h) Investigation of the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—ECN 207. (D)
- 223. Financial Markets.** (3h) Study of the functions, structure, and performance of financial markets. P—ECN 205 and 207. (D)
- 224. Law and Economics.** (3h) Economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—ECN 205. (D)
- 225. Public Choice.** (3h) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—ECN 205. (D)
- 231. Economics of Industry.** (3h) Analysis of the link between market structure and market performance in U.S. industries from theoretical and empirical viewpoints. Examines the efficiency of mergers, cartels, and other firm behaviors. Case studies may include automobiles, steel, agriculture, computers, sports, and telecommunications. P—ECN 205. (D)
- 232. Antitrust Economics.** (1.5h, 3h) Analysis of the logic and effectiveness of public policies designed to promote competition in the U.S. P—ECN 150 and 205. (D)
- 235. Labor Economics.** (3h) A theoretical and empirical survey of labor markets. Topics include: the demand and supply of labor, compensating wage differentials, education and training, discrimination, unions, public sector employment, earnings inequality, and unemployment. P—ECN 205. (D)
- 240. Economics of Health and Medicine.** (3h) Applications of the methods of economic analysis to the study of the health care industry. P— or C—ECN 205 and (choose one): ANT 380, BIO 380, BUS 201, ECN 215, HES 262, MTH 256, MTH 358, or SOC 371. (D)
- 241. Natural Resource Economics.** (3h) Develops the economic theory of natural resource markets and explores public policy issues in natural resources and the environment. P—ECN 150. (D)
- 246. Urban Economics.** (3h) Theoretical and empirical study of the city as an economic entity, with attention to land-use patterns and prices, urban decay and redevelopment, suburbanization, housing, and city finance. P—ECN 150. (D)
- 251. International Trade.** (3h) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—ECN 205. (D)
- 252. International Finance.** (3h) Study of foreign exchange and Eurocurrency markets, balance of payments, and macroeconomic policy in open economies. P—ECN 205 and 207. (D)

- 253. Economies in Transition.** (3h) Theoretical and institutional examination of historically socialist nations and the dilemmas of transition. Special reference to the former Soviet Union. P—ECN 150. (D)
- 254. Current Issues in African Development.** (3h) Theoretical and practical study of the main economic, political and institutional dilemmas faced by African countries in the course of economic development. *Taught in Benin, West Africa, in summer.* P—POI. (CD, D)
- 258. Economic Growth and Development.** (3h) Study of the problems of economic growth, with particular attention to the less developed countries of the world. P—ECN 205 or POI. (D)
- 261. American Economic Development.** (3h) Application of economic theory to historical problems and issues in the American economy. P—ECN 150. (D)
- 262. History of Economic Thought.** (3h) Historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—ECN 205 and 207. (D)
- 265. Economic Philosophers.** (1.5h, 3h) In-depth study of the doctrines and influence of up to three major figures in economics, such as Smith, Marx, and Keynes. P—ECN 205 and 207. (D)
- 268. Morals and Markets.** (3h) Historical survey of individualistic ethical values that have accompanied the development of market economics in the West. Considers critiques of, and alternatives to, these values. P—ECN 150. (D)
- 270. Current Economic Issues.** (1.5h, 3h) Examines current economic issues using economic theory and empirical evidence. Topics may include recent macroeconomic trends, the distribution of income, minimum wages, immigration, Social Security, war, global climate change, trade, regulation and deregulation, antitrust policy, health care, labor unions, tax reform, educational reform, and others. P—ECN 150. (D)
- 271. Selected Areas in Economics.** (1h, 1.5h, 3h) Survey of an important area in economics not included in the regular course offerings. The economics of housing, education, or technology are examples. Students should consult the instructor to ascertain topic before enrolling. P—ECN 150. (D)
- 272. Selected Areas in Economics.** (1h, 1.5h, 3h) Survey of an important area in economics not included in the regular course offerings. The economics of housing, education or technology are examples. Students should consult the instructor to ascertain topic before enrolling. P—ECN 205 and 207. (D)
- 273. Economics for a Multicultural Future.** (3h) Examines the challenges and promise of the increasingly diverse U.S. economy. P—ECN 150. (CD, D)
- 274. Topics in Macroeconomics.** (3h) Considers significant issues and debates in macroeconomic theory and policy. Examples might include a New Classical-New Keynesian debate, the East Asian currency crisis of 1997-1998, conversion of federal deficit to surplus, competing models of economic growth, alternative monetary, and fiscal policy targets. P—ECN 207. (D)
- 290. Individual Study.** (1.5h, 3h) Directed readings in a specialized area of economics. P—POI.
- 297. Preparing for Economic Research.** (1.5h) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—POI.
- 298. Economic Research.** (3h) Development and presentation of a senior research project. Required of candidates for departmental honors. P—POD. (D)

Chair Mary Lynn Redmond

Francis P. Gaines Professor Patricia M. Cunningham

Professor Emeritus John H. Litcher

Professors Robert H. Evans, Joseph O. Milner, Linda N. Nielsen

Associate Professors R. Scott Baker, Ann Cunningham, Leah P. McCoy, Mary Lynn B. Redmond

Assistant Professor Raymond Jones

Visiting Assistant Professor Kristin Redington Bennett

Adjunct Assistant Professors Alan Cameron, Patricia Fisk-Moody, Rebecca Shore

Instructor Tracy Wilson

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students. The Wake Forest education programs are fully accredited by NCATE (National Council for Accreditation of Teacher Education) and by the North Carolina Department of Public Instruction.

Prospective elementary and secondary social studies teachers earn a license by completing courses in many departments to earn a major in education. Prospective secondary teachers of English, mathematics, science, and prospective K-12 teachers of foreign languages major in that discipline and minor in education. A minor in secondary social studies education is also available. In addition to the professional program, the department provides elective courses open to all students.

Teacher Licensure. The state of North Carolina issues the Standard Professional I Class A Teacher's License to graduates who have completed an approved program including the specified courses in their teaching fields and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated officials in their teaching areas and from the licensure officer.

Students who have graduated from an institution of higher education but have not completed an approved licensure program may seek admission to the department in order to complete the Class A License.

Students who wish to prepare for teaching at the secondary level but are unable to devote a semester to student teaching can earn a non-licensure minor.

Admission Requirements. Admission involves filing an official application with the department's licensure officer, being interviewed, and being officially approved by the department. In addition, the state of North Carolina requires Teacher Education Program applicants to submit SAT scores (verbal and math) of 1100 or an ACT composite score of 24 to meet the minimum score requirements for Praxis I before being formally admitted.

All students are required to have a 2.5 or better grade point average before being formally accepted in the Teacher Education Program. Formal acceptance into the program should take place by August 15 following the junior year for secondary students and by January 1 of the junior year for elementary students.

Program Area Goals. The goals and objectives for each licensure area are available in the office of the Department of Education.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate. For those seeking secondary licensure, the majority of the professional work is taken during one semester of the senior year. Candidates for the elementary license typically begin coursework required for licensure during the sophomore year.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of Methods and Materials, Educational Technology, Educational Psychology, and the Foundations of Education courses; and (3) formal admission to the Teacher Education Program.

Students are assigned to student-teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student-teaching experience. Students may not take courses outside the education department during this semester without the approval of the department chair.

Exit Requirements. Students must maintain at least a 2.5 grade point average while enrolled in the Teacher Education Program. The state of North Carolina requires candidates for professional licensure in elementary education to successfully complete the appropriate Praxis II Subject Assessment Exam(s).

Teaching Area Requirements: Secondary Licensure

Junior Year: EDU 201, 202, and 311

Senior Year: EDU 307, 354, 364, 381, 383, and 385

English. Thirty hours, including ENG 287, 323, and 390 or its equivalent. A course in world literature is also required.

French. A minimum of twenty-seven hours of French courses numbered above FRH 212 or 213. FRH 216, 315, 319, 320, 322, 370, one of the genre courses (363, 364, or 365), and two other courses are required

Spanish. Licensure in K-12 in Spanish: A minimum of twenty-seven hours of Spanish courses numbered above SPN 213: 316, 317, 318, 319 or 319L, 322, plus three advanced courses in literature of which one must be in Spanish literature and one in Spanish-American literature are required.

German. Licensure in K-12 in German: A minimum of nine courses beyond GER 153 to include one course from the sequence 210, 212, or 2147 (Vienna); 317, 320 or 321, 399; at least one course from the sequence 349, 381, 383, 385.

Mathematics. Thirty-two hours, including MTH 112, 113, 121, 321, 331, 357, (211 or 311), and three other courses beyond 113.

Science. Licensure in the individual fields of science: biology (thirty-four hours), chemistry (twenty-eight hours for BA), and physics (twenty-five hours). All courses must be from the same courses required for majors in those fields.

Social Studies. Thirty hours, including eighteen hours in history and twelve hours from four other social sciences. History hours include six hours from European or world history, six hours from U.S. history, and six hours from nonwestern history. The twelve additional hours come from one course each in economics, geography, political science, and anthropology or sociology.

Education courses required for a secondary license include EDU 201, 202, 307, 311, 354, 364, 381, 383, and 385.

Teaching Requirements: Elementary Licensure

A major in elementary education requires thirty-nine hours including EDU 201, 202, 203, 221, 222, 250, 293, 294, 295, 296, 298, 307, 311, 312, and 382. In addition to or as part of lower division requirements, all education majors must take at least one course in mathematics and PSY 151.

Sophomore or Junior Year: EDU 201, 202, and 311

Junior Year: EDU 203, 221, 295, 298, 307, and 382

Senior Year: EDU 222, 250, 293, 294, 296, and 312

Education Minors. The minor in professional education requires EDU 201, 202, 307, 311, 354, 364, 381, 383, and 385 and is awarded only to students who complete student teaching. The non-licensure minor does not include EDU 381, 383, 385, and student teaching (EDU 364) and requires a major in one of the secondary license areas.

131. Adolescent Literature. (2h) Study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism. By placement only.

201. Foundations of Education. (3h) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems. (CD)

202. Field Experience One. (2h) Practical experiences in classrooms. Weekly public school experience and seminar. Pass/Fail only.

203. Field Experience Two. (2h) Teaching experiences in classrooms in a diverse school environment. Weekly school participation and seminar. Pass/Fail only. P—EDU 201 and 202 and POI.

221. Children's Literature. (2h) Survey of the types and uses of literature appropriate for elementary grades, including multicultural literature.

222. Integrating the Arts and Movement into the Elementary Curriculum. (2h) Survey of the materials, methods, and techniques of integrating the arts and physical development into the elementary curriculum. P—POI.

223. Theatre in Education. (3h) Practical experience for theatre and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasis on methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as THE 270.

231. Adolescent Literature. (3h) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism.

250. Student Teaching: Elementary. (6h) Supervised teaching experience in grades K-6. Pass/Fail. P—POI.

271. Geography: The Human Environment. (3h) Survey of the geography of human activity as it occurs throughout the world. Emphasis is on current problems related to population, resources, regional development, and urbanization. Credit not allowed for both EDU 271 and 274.

272. Geography Study Tour. (3h) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. *Offered in the summer.* (CD)

273. Geography: The Natural Environment. (3h) Systematic study of the major components of physical geography with special emphasis on climate and topography.

274. Environmental Geography. (3h) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. Credit not allowed for both EDU 274 and 271.

281. Public Life and the Liberal Arts. (3h) Devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic are examined through a consideration of their treatment in the liberal arts tradition. Politics and the Arts, and Theory and Practice in Public Life are representative topics.

293. Elementary School Curriculum. (3h) General principles of curriculum and teaching methods, including adaptations for exceptional learners of all types and integration among all curriculum areas. P—POI.

294. Teaching Elementary Language Arts. (3h) Methods and materials for teaching language arts, including adaptations for diverse and exceptional learners. P—POI.

295. Teaching Elementary Social Studies in a Pluralistic Society. (3h) Methods and materials for teaching social studies, including adaptations for diverse and exceptional learners. P—POI.

296. Teaching Elementary Mathematics. (3h) Methods and materials for teaching mathematics, including adaptations for diverse and exceptional learners. P—POI.

297. Trends and Issues in American Schools. (1h) Exploration of contemporary trends and issues as they affect course content and teaching methods in the schools. Intended to help those not entering professional education evaluate their schools as informed citizens and decision-makers.

298. Teaching Elementary Science. (3h) Methods and materials for teaching science, including adaptations for diverse and exceptional learners. P—POI.

303. History of Western Education. (3h) Educational theory and practice from ancient times through the modern period, including American education.

304. Theories of Education. (3h) Contemporary proposals for educational theory and practice studied in the context of social issues.

305. The Sociology of Education. (3h) Study of contemporary educational institutions. Examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

- 307. Technology in Education.** (3h) Introduction to the use of computers in education. Includes use of the Internet, software, and hardware, including multimedia, to meet instructional goals. P—EDU 201 and 311.
- 308. School and Society.** (3h) Study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, evaluation, contemporary problems, and reform movements. P—EDU 201 or introductory course in history or social science.
- 310. Race, Class, and Gender in a Color-blind Society.** (3h) Examination of issues surrounding race, class, and gender in the U.S. Topics include income and wealth, theories of discrimination, public education, gender bias, and patterns of occupational and industrial segregation. Also listed as AES 310.
- 311. Educational Psychology.** (3h) The theories, processes, and conditions of effective teaching/learning. Includes twenty-hour field experience in a diverse setting if student does not take EDU 203.
- 312. Teaching Children with Special Needs.** (3h) Survey of the various types of learning problems commonly found in elementary children. Students observe exemplary programs, tutor children with special needs, and attend seminars on effective instructional techniques. P—EDU 250.
- 313. Human Growth and Development.** (3h) Study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.
- 337. TESOL Linguistics.** (3h) An introduction to the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the U.S. or abroad. Also listed as LIN 337. P—LIN/ANT 150 or ENG 304; knowledge of a second language is recommended.
- 351. Adolescent Psychology.** (3h) Introduction to theories of adolescent psychology as related to teaching and counseling in various settings. Readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.
- 354. Methods and Materials.** (3h) Methods, materials, and techniques used in teaching particular secondary subjects (English, mathematics, science, second languages, social studies). Includes forty-hour field experience component. P—EDU 201.
- 358. Studies in Contemporary Leadership.** (3h) Examination of contemporary leadership theory and its various applications in society. Students engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A twenty-five contact hour internship is required.
- 364. Secondary Student Teaching.** (9h) Supervised teaching experience in grades 9-12 (K-12 for foreign language). Full-time, fifteen-week field experience. P—POI.
- 374. Student Teaching Seminar.** (1.5h) Analysis and discussion of problems and issues in the teaching of particular secondary subjects (English, mathematics, science, second languages, social studies). Emphasis on the application of effective instructional methods and materials.
- 381. Special Needs Seminar.** (1h) Analysis and discussion of practical problems and issues in the teaching of special needs students in the secondary classroom. Topics include reading and writing in the content area, inclusion, and evaluation. Pass/Fail only.

- 382. Teaching Elementary Reading.** (3h) Methods and materials for teaching reading, including adaptations for diverse and exceptional learners. P—POI.
- 383. Classroom Management Seminar.** (1h) Examination of research- and practice-based strategies for secondary school classroom management and discipline. Pass/Fail only.
- 385. Diversity Seminar.** (1h) Exploration of multicultural issues and relevant Spanish language and cultural teaching practices for classroom communication. Pass/Fail only.
- 387. Tutoring Writing.** (1.5h) Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both EDU 387 and ENG 287.
- 390. Methods and Materials for Teaching Foreign Languages (K-6).** (3h) Survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is on issues and problems involved in planning and implementing effective second language programs in grades K-6.
- 391. Teaching the Gifted.** (3h) Investigation of theory and practice pertinent to teachers of the gifted.
- 392. The Psychology of the Gifted Child.** (3h) Discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.
- 393. Individual Study.** (1h, 3h) A project in an area of study not otherwise available. Permitted upon departmental approval of petition presented by a qualified student.
- 394. Internship in Education of the Gifted.** (3h) Intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience are used to develop a richer understanding of such a special school setting.
- 395. Teaching Exceptional Students.** (2h) Introduction to understanding exceptional students and effective teaching strategies for their inclusion in the regular classroom.
- 396. Education in Business and Industry.** (3h) Educational concepts applied to programs in education and training in business/industrial settings.

English (ENG)

Chair Eric G. Wilson

Associate Chair William M. Moss

Director of English Core Curriculum Anne M. Boyle

Associate Director of English Core Curriculum Thomas W. McGohey

Charles E. Taylor Professor of English James S. Hans

W.R. Kenan Jr. Professor of Humanities Allen Mandelbaum

Reynolds Professor of English Herman Rapaport

Thomas H. Pritchard Professor of English Eric G. Wilson

Professors Anne M. Boyle, Mary K. DeShazer, Andrew V. Ettin, Claudia Thomas Kairoff,

Philip F. Kuberski, Barry G. Maine, William M. Moss, Gillian R. Overing, Gale Sigal

McCulloch Family Fellow and Associate Professor Jefferson M. Holdridge

Ollen R. Nalley Associate Professor John R. McNally

Associate Professors Scott W. Klein, Olga Valbuena-Hanson

Associate Professor of Journalism Wayne E. King

Assistant Professors Elizabeth S. Anker, Dean J. Franco, Miriam E. Jacobson, Jessica A. Richard

Senior Lecturer Thomas W. McGohey

Lecturers in Journalism Justin J. Catanoso, Michael L. Horn

Visiting Assistant Professors Bonnie Carr, David A. Davis, Elizabeth F. Evans, Devon R. Fisher,

Bryan A. Giemza, Colleen C. O'Brien, Jason E. Powell, Kersti T. Powell, Chad W. Trevitte

Visiting Instructors Rian E. Bowie, Sally Connolly, Jonathan R. Daigle, Phillip J. Kowalski,

Susan M. Miller, Charles L. Sligh

Visiting Poets-in-Residence Vona Groarke, Conor O'Callaghan

Visiting Instructor in Journalism Mary Martin Niepold

Adjunct Assistant Professor Elizabeth A. Way

Adjunct Instructor Omaar Hena

The major in English requires a minimum of thirty hours, at least twenty-four hours of which must be in advanced language and literature courses numbered 300 to 399. The remaining six hours may consist of ENG 150, 165, 175, 185, 190 or of one of those plus an additional 300-level language and literature course. Either 150, 165, 175, 185 or 190 must be taken as a prerequisite for any 300-level course. ENG 111, the basic writing requirement, cannot be counted for credit toward the major or minor in English; likewise, it cannot be counted as a substitute for the literature divisional requirement. No 200-level courses can count toward the major without special permission of the department. The advanced courses for the major must include Shakespeare, two additional courses in British literature before 1800 (6 hours), one course in American literature, and a major seminar, ENG 300, which must be taken no later than the spring semester of the junior year. All English majors, except late declarees, must pre-register in the spring of their sophomore year for the major seminar. No more than two advanced writing courses (383, 398, and 399) may be counted toward the major. Majors and their advisers plan individual programs to meet these requirements and to include work in the major literary genres. No more than two courses (6h) taken elsewhere may be counted toward the twenty-four hours of 300-level English courses required for the major, with individual petitions to be made for possible exceptions. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

A minor in English requires ENG 150, 165, 175, 185, or 190 plus fifteen hours in advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan a program of study with the student. No more than one course (3h) taken elsewhere may be counted toward the fifteen hours of 300-level English courses required for the minor, with individual petitions to be made for possible exceptions. This limitation applies to courses taught in approved non-Wake Forest programs, not to courses in programs offered or sponsored by Wake Forest.

A minimum grade-point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor this department offers.

Honors. Highly qualified majors recommended by the English faculty are invited to apply to the honors program in English during the second semester of their junior year. To graduate with "Honors in English," students must have a minimum grade point average of 3.5 in the major and 3.2 in all course work and must satisfy the requirements of the program by completing ENG 388 during their senior year. Interested students may consult the director of the English honors program for further information.

Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major or minor; they may be taken as electives regardless of the field of study in which a student majors.

English 111, an AP score of 4 or 5, an I.B., higher level, score of 6 or 7, or exemption by the department is a prerequisite for any English core course above 111. Students with a 5 on the AP literature or language examinations are allowed to take a 300-level course for their literature divisional requirement. For all other students, only ENG 150, 165, 175, 185, 190, and 224 can count as the divisional literature requirement.

Core Courses

105. Introduction to Critical Reading and Writing. (3h) Training in the fundamentals of written English and introduction to the activities basic to undergraduate study: critical reading and writing, interpretation, report, and discussion. Admission by placement only; does not satisfy the basic composition requirement.

111. Writing Seminar. (4h) Training in expository writing; frequent essays based on readings in a selected topic.

150. Literature Interprets the World. (3h) Introduction to ways literary artists shape experience, focusing on one topic or selected topics. P—ENG 111 or exemption from ENG 111. (D)

160. Introduction to British Literature. (3h) Eight to ten writers representing different periods and genres. Not open to first year students. P—ENG 111 or exemption from ENG 111. (D)

165. Studies in British Literature. (3h) Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. P—ENG 111 or exemption from ENG 111. (D)

170. Introduction to American Literature. (3h) Seven to ten writers representing different periods and genres. Not open to first year students. P—ENG 111 or exemption from ENG 111. (D)

175. Studies in American Literature. (3h) Emphasis on important writers representing different periods; primarily discussion; writing intensive. P—ENG 111 or exemption from ENG 111. (D)

185. Studies in Global Literature. (3h) Emphasis on important writers representing different periods and genres; primarily discussion; writing intensive. P—ENG 111 or exemption from ENG 111. (D)

190. Literary Genres. (3h) Emphasis on poetry, fiction, or drama; primarily discussion, with frequent short papers. P—ENG 111 or exemption from ENG 111. (D)

210. Advanced Composition. (3h) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited. P—Satisfaction of basic composition requirement.

224. Exploring Shakespeare. (3h) Six to eight works by Shakespeare in different genres, studied through printed texts, films, and videos. Emphasis on developing abilities to understand and appreciate Shakespeare's works in performance through attention to language and stagecraft. Does not count toward the major or minor in English. P—ENG 111 or exemption from ENG 111. (D)

299. Individual Study. (1.5h-3h) Independent study with faculty guidance. By prearrangement.

Journalism Courses

See section on Journalism.

Writing Courses

285. Poetry Workshop. (1.5h, 3h) Laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. Short Story Workshop. (1.5h, 3h) Study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form.

287. Tutoring Writing. (1.5h) Introduction to composition theory and rhetoric, with a special emphasis on one-to-one tutoring techniques. Students analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both EDU 387 and ENG 287.

383. Theory and Practice of Poetry Writing. (1.5h, 3h) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. May be repeated once. P—ENG 285 or POI.

398. Advanced Fiction Writing. (3h) Primarily a short-story workshop, with class discussion on issues of craft, revision, and selected published stories. May be repeated once. P—ENG 286 or POI.

399. Advanced Expository Writing. (3h) Training and practice in writing expository prose at a level appropriate for publication in various print media, primarily magazines. P—ENG 160, 165, 170, or 175. Also listed as JOU 284.

Advanced Language and Literature Courses

300. Seminar in the Major. (3h) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors. May be repeated once.

301. Individual Authors. (1.5h, 3h) Study of selected work from an important American or British author. May be repeated.

302. Ideas in Literature. (1.5h, 3h) Study of a significant literary theme in selected works. May be repeated.

304. History of the English Language. (3h) Survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

305. Old English Language and Literature. (3h) Introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from *Beowulf* and selected poems and prose.

307. Dante I. (1.5h) Study of the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of the modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. Also listed as HMN 361.

308. Dante II. (1.5h) The completion of the course on the *Divine Comedy* as epic, prophecy, autobiography, and poetic innovation, relating it to antiquity, Christianity, Dante's European present (the birth of the modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. Also listed as HMN 362. P—ENG 307 or HMN 361, or POI.

310. The Medieval World. (3h) Examines theological, philosophical, and cultural assumptions of the Middle Ages through the reading of primary texts. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance. (CD—Depending on topic covered.)

311. The Legend of Arthur. (3h) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chrétien de Troyes and Sir Thomas Malory.

312. Medieval Poetry. (3h) The origin and development of poetic genres and lyric forms of medieval vernacular poetry.

315. Chaucer. (3h) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

319. Virgil and His English Legacy. (3h) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. Also listed as CLA 259.

320. British Drama to 1642. (3h) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. Also listed as THE 320.

323. Shakespeare. (3h) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. Also listed as THE 323.

325. Sixteenth-Century British Literature. (3h) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.

326. Studies in English Renaissance Literature. (3h) Selected topics in Renaissance literature. Consideration of texts and their cultural background.

- 327. Milton.** (3h) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*.
- 328. Seventeenth-Century British Literature.** (3h) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.
- 330. Restoration and Eighteenth-Century British Literature.** (3h) Representative poetry and prose, exclusive of the novel, 1660-1800, drawn from Dryden, Behn, Swift, Pope, Johnson, and Wollstonecraft. Consideration of cultural backgrounds and significant literary trends.
- 335. Eighteenth-Century British Fiction.** (3h) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.
- 336. Restoration and Eighteenth-Century British Drama.** (3h) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Also listed as THE 336.
- 337. Studies in Eighteenth-Century British Literature.** (3h) Selected topics in eighteenth-century literature. Consideration of texts and their cultural background.
- 340. Studies in Women and Literature.** (3h) a.) The woman writer in society. b.) Feminist critical approaches to literature.
- 350. British Romantic Poets.** (3h) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.
- 351. Studies in Romanticism.** (3h) Selected topics in European and/or American Romanticism with a focus on comparative, interdisciplinary, and theoretical approaches to literature.
- 353. Nineteenth-Century British Fiction.** (3h) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.
- 354. Victorian Poetry.** (3h) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.
- 357. Studies in Chicano Literature.** (3h) Writings by Americans of Mexican descent in relation to politics and history. Readings in literature, literary criticism, and socio-cultural analysis. Also listed as AES 357. (CD)
- 358. Postcolonial Literature.** (3h) A survey of representative examples of postcolonial literature from geographically diverse writers, emphasizing issues of politics, nationalism, gender and class. (CD)
- 359. Studies in Postcolonial Literature.** (3h) Examination of themes and issues in postcolonial literature, such as: globalization, postcolonialism and hybridity, feminism, nationalism, ethnic and religious conflict, the impact of the Cold War, and race and class. (CD)
- 360. Studies in Victorian Literature.** (3h) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.
- 361. Literature and Science.** (3h) Literature of and about science. Topics vary and may include literature and medicine, the two culture debate, poetry and science, nature in literature, the body in literature.

- 362. Irish Literature in the Twentieth Century.** (3h) Study of modern Irish literature from the writers of the Irish Literary Renaissance to contemporary writers. Consists of overviews of the period as well as specific considerations of genre and of individual writers.
- 363. Studies in Modernism.** (3h) Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors.
- 364. Studies in Literary Criticism.** (3h) Consideration of certain figures and schools of thought significant in the history of literary criticism.
- 365. Twentieth-Century British Fiction.** (3h) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.
- 366. James Joyce.** (3h) The major works by James Joyce, with an emphasis on *Ulysses*.
- 367. Twentieth-Century English Poetry.** (3h) Study of twentieth-century poets of the English language, exclusive of the U.S. poets, are read in relation to the literary and social history of the period.
- 368. Studies in Irish Literature.** (3h) The development of Irish literature from the eighteenth century through the early twentieth century in historical perspective, with attention to issues of linguistic and national identity.
- 369. Modern Drama.** (3h) Main currents in modern drama from nineteenth-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, focus is on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.
- 370. American Literature to 1820.** (3h) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.
- 371. American Ethnic Literature.** (3h) Introduction to the field of American ethnic literature, with special emphasis on post World War II formations of ethnic culture: Asian American, Native American, African American, Latino, and Jewish American. Highlights issues, themes, and stylistic innovations particular to each ethnic group and examines currents in the still-developing American culture. (CD)
- 372. American Romanticism.** (3h) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.
- 373. Literature and Film.** (3h) Selected topics in the relationship between literature and film, such as film adaptations of literary works, the study of narrative, and the development of literary and cinematic genres.
- 374. American Fiction before 1865.** (3h) Novels and short fiction by such writers as Brown, Cooper, Irving, Poe, Hawthorne, Melville, Stowe, and Davis.
- 375. American Drama.** (3h) Historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson. Also listed as THE 375.
- 376. American Poetry before 1900.** (3h) Readings and critical analysis of American poetry from its beginnings to the end of the nineteenth century, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.

- 377. American Jewish Literature.** (3h) Survey of writings on Jewish topics or experiences by American Jewish writers. Explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions. (CD)
- 378. Literature of the American South.** (3h) Study of Southern literature from its beginnings to the present. Emphasis on major writers such as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.
- 379. Literary Forms of the American Personal Narrative.** (3h) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard.
- 380. American Fiction from 1865 to 1915.** (3h) Study of such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.
- 381. Studies in African-American Literature.** (3h) Reading and critical analysis of selected fiction, poetry, drama, and other writings by American authors of African descent. (CD)
- 382. Modern American Fiction, 1915 to 1965.** (3h) Includes such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, O'Connor, and Pynchon.
- 383. Theory and Practice of Poetry Writing.** (1.5h, 3h) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. May be repeated once. P—ENG 285 or POI.
- 385. Twentieth-Century American Poetry.** (3h) Readings of modern American poetry in relation to the literary and social history of the period.
- 386. Directed Reading.** (1.5h-3h) Tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.
- 387. African-American Fiction.** (3h) Selected topics in the development of fiction by American writers of African descent. Also listed as AES 387. (CD)
- 388. Honors in English.** (3h) Conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."
- 389. African-American Poetry.** (3h) Readings of works by American poets of African descent in theoretical, critical, and historical contexts. Also listed as AES 389. (CD)
- 390. The Structure of English.** (3h) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.
- 391. Studies in Postmodernism.** (3h) Interdisciplinary, comparative, and theoretical approaches to works and authors.
- 393. Multicultural American Drama.** (3h) Examination of the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, African American, and Latino. Includes consideration of issues, themes, style, and form. Also listed as THE 376. (CD)

394. Contemporary Drama. (3h) Considers experiments in form and substance in plays from Godot to the present. Readings cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard. Also listed as THE 372.

395. Contemporary American Literature. (3h) Study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.

396. Contemporary British Fiction. (3h) Study of the British novel and short story, with particular focus on the multicultural aspects of British life, including works by Rushdie, Amis, Winterson and Ishiguro.

398. Advanced Fiction Writing. (3h) Primarily a short-story workshop, with class discussion on issues of craft, revision, and selected published stories. May be repeated once. P—ENG 286 or POI.

399. Advanced Expository Writing. (3h) Training and practice in writing expository prose at a level appropriate for publication in various print media, primarily magazines. P—ENG 160, 165, 170, or 175. Also listed as JOU 284.

Entrepreneurship and Social Enterprise (ESE)

(Interdisciplinary Minor)

Director Elizabeth Gatewood

The Wake Forest Program for Entrepreneurship and the Liberal Arts offers an interdisciplinary minor in entrepreneurship and social enterprise. Through this minor students are encouraged to take advantage of their knowledge, creative skills, and resources to identify and pursue opportunities, initiate change, and create value in their lives and the lives of others. A minor in entrepreneurship and social enterprise coupled with any major within the College or the Calloway School is designed to enable students to maximize their involvement in the local community and society.

A total of eighteen hours is required for the minor: six hours of entry-level courses (ESE 100, ESE 101/BUS 113 or BUS 213 for business majors), three hours of internship or independent study credit (ESE 350, ESE 391), and nine hours selected from relevant courses across the curriculum as listed. No more than six of the elective hours may be counted from a student's major. Course plans will be made in consultation with the director of the minor. A student may fulfill six of their nine elective hours by taking the Calloway Summer Management Program (BUS 295). Business majors are strongly encouraged to take BUS 272 to meet the strategic management requirement.

Required Courses for Entrepreneurship and Social Enterprise

100. Creativity and Innovation. (3h) Interactive seminar introduces students to writings from various disciplines that elucidate the nature and function of creativity and the conditions that stimulate it. Students engage in dynamic creative processes and projects in order to develop a critical creativity. Includes writing and design assignments and group projects. Discussions

include consciousness, receptivity, risk, ethics, personal mastery, and social responsiveness with the express objective of fostering creative potential in all aspects of work and life.

101. Foundations of Entrepreneurship. (3h) Addresses the challenges of creating and sustaining organizations in today's global environment. Provides an overview of the role and importance of entrepreneurship in the global economy and in society. Examines how individuals use entrepreneurial skills to craft innovative responses to societal needs. Also listed as BUS 113. (BUS 113 does not count towards the Calloway major.)

350. Internships in Entrepreneurial Studies. (3h) Offers students the opportunity to apply knowledge in an entrepreneurial for-profit or not-for-profit environment. Requirements include a course journal and a comprehensive report that showcase the student's specific achievements and analyze the quality of their experience. P—POI.

391. Independent Study in Entrepreneurship. (3h) An independent project involving entrepreneurship or social enterprise carried out under the supervision of the faculty member. P—POI.

Electives for Entrepreneurship and Social Enterprise

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For the following course descriptions, see the relevant department's listings in this bulletin.

ESE 201. Free Trade, Fair Trade: Independent Entrepreneurs in the Global Market. (3h) Field-based seminar compares the barriers to market participation experienced by independent entrepreneurs cross-culturally. Free trade policies are contrasted with fair trade practices to determine why so many independent producers have trouble succeeding in a globalizing world. Also listed as ANT 301. (CD)

ESE 202. Building a Better Biology Textbook: The Accessible Textbook Project. (3h) Hands-on project requiring the skills of juniors and seniors from multiple disciplines. Participants assist in developing a prototype for an introductory biology textbook. Collaborative teams conduct preliminary market research, design the book format, develop a set of authoring tools, write the content of one prototype chapter, and assess the instructional effectiveness of their final product. P—POI.

ESE 203. Introduction to Professional Writing. (3h) A hands-on course in writing across a number of disciplines—Website copy, brochures, public relations, corporate statements, marketing proposals. The course partners with a local nonprofit organization for the length of the semester and provides writing solutions, including Website copy, for that organization. Local experts visit to address specific skills. Also listed as JOU 283. P—JOU 270 or POI.

ESE 301-304. Topics in Entrepreneurship (1.5 or 3h). Seminar and/or lecture courses in select topics related to entrepreneurship. May be repeated if course title differs.

Thought and Behavior

- BIO 396. Biomedical Ethics. (3h)
- COM 305. Communication and Ethics. (3h)
- ECN 268. Morals and Markets. (3h)
- HON 240. Adventures in Self-Understanding. (3h)
- HMN 290. Innovation and Inclusivity. (3h)

- PHI 161. Medical Ethics. (3h)
 220. Logic. (3h)
 360. Ethics. (3h)
 PSY 260. Social Psychology. (3h)
 268. Industrial/Organizational Psychology. (3h)

Leadership and Engaging the World

- ANT 342. Development Wars: Applying Anthropology. (3h)
 BUS 265. Ethics and Business Leadership. (3h)
 COM 110. Public Speaking. (3h)
 113. Interpersonal Communication. (3h)
 114. Group Communication. (3h)
 315. Communication and Technology. (3h)
 EDU 281. Public Life and the Liberal Arts. (3h)
 358. Studies in Contemporary Leadership. (3h)
 396. Education in Business and Industry. (3h)
 ENV 201. Environmental Issues. (3h)
 FRH 321. Introduction to Translation. (3h)
 329. Introduction to Business French. (3h)
 HMN 245. Interdisciplinary Seminar in Critical Thinking. (1.5h)
 HST 349. American Foundations. (3h)
 350. Global Economic History. (3h)
 380. America at Work. (3h)
 INS 260. Introduction to Global Trade and Commerce Studies. (3h)
 363. Global Capitalism. (3h)
 LIN 383. Language Engineering: Localization and Terminology. (3h)
 POL 212. U.S. Policymaking in the Twenty-first Century. (3h)
 238. Comparative Economic Development and Political Change. (3h)
 REL 332. Religion and Public Life. (3h)
 SOC 308. Sociology of Art. (3h)
 362. Work, Conflict, and Change. (3h)
 363. Global Capitalism. (3h)
 SPN 381. Spanish Translation. (3h)
 382. Spanish/English Interpreting. (3h)
 387. Introduction to Spanish for Business. (3h)

Entrepreneurial Process

- ACC 111. Introductory Financial Accounting. (3h)
 ANT 305. Museum Anthropology. (4h)
 ART 215. Public Art. (3h)
 297. Management in the Visual Arts. (3h)
 BUS 100. Introduction to Business Communications. (1.5h)
 211. Organizational Behavior. (3h)
 216. Leading in the Nonprofit Sector. (3h)
 217. Change Management. (3h)
 221. Principles of Marketing. (3h)
 261. Legal Environment of Business. (3h)

- COM 102. Debate and Advocacy. (3h)
- 117. Writing for Public Relations and Advertising. (1.5h, 3h)
- 140. Information and Disinformation on the Internet. (1.5h)
- 212. Introduction to Production and Theory. (3h)
- 220. Empirical Research in Communication. (3h)
- 245. Introduction to Mass Communication. (3h)
- 316. Screenwriting. (3h)
- 335. Survey of Organizational Communication. (3h)
- 336. Organizational Rhetoric. (3h)
- 337. Rhetoric of Institutions. (3h)
- 350. Intercultural Communication. (3h)
- 353. Persuasion. (3h)
- ECN 150. Introduction to Economics. (3h)
- 205. Intermediate Microeconomics I. (3h)
- ENG 398. Advanced Fiction Writing. (3h)
- HST 361. Economic History of the U.S. (3h)
- JOU 286. Writing for Public Relations and Advertising. (1.5h, 3h)
- POL 239. State, Economy, and International Competitiveness. (3h)
- PSY 310. Methods in Psychological Research. (4h)
- THE 259. Theatre Management: Principles and Practices. (3h)

Environmental Program (ENV)

Director Professor of Biology Robert A. Browne

Interdisciplinary Minor in Environmental Science

The Wake Forest environmental program offers an environmental science or an environmental studies minor. The environmental program provides an interdisciplinary approach to the study of human-environmental interaction. The program seeks to identify and apply perspectives from biology, chemistry, physics, geography, English, government, economics, history, law, ethics, and anthropology to the human impact on the natural environment. The environmental science or the environmental studies minor, coupled with a liberal arts major, is designed to prepare students for careers in the environmental sciences, law, public health, public policy, and public administration, and to develop attitudes and values consistent with a sustainable environmental future.

201. Environmental Issues. (3h) Topics include environmental literature, environmental history, human populations, resource management, pollution, global change, and environmental ethics.

250. Nautical Sciences. (3h) Provides the theoretical background necessary for operating vessels at sea. In lectures, lab sessions, field trips, and student projects, Sea Education Association captains introduce the principles fundamental to sailing vessel operations. Students learn and apply essential concepts in general physics, astronomy, and meteorology. *Offered only in conjunction with the Sea Education Association program.*

391, 392. Individual Study. (1.5h, 1.5h) Field study, internship, project or research investigation carried out under the supervision of a member of the environmental program faculty. Pass/fail or for a grade at the discretion of the instructor. Pass/fail is not an option if used as an elective for the environmental science or environmental studies minor.

The following courses are required for the environmental science minor. For course descriptions, see the relevant department's listings in this bulletin.

- ENV 201. Environmental Issues. (3h)
- CHM/PHY 120. Physics and Chemistry of the Environment. (4h)
- ECN 150. Introduction to Economics (3h)
- 241. Natural Resource Economics. (3h)

A total of eighteen hours (including eight hours of elective courses) is required for the minor. The following courses can serve as electives for the environmental science minor. Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

Electives for Environmental Science Minor

- BIO 340. Ecology. (4h)
- 341. Marine Biology. (4h)
- 342. Aquatic Ecology. (4h)
- 343. Tropical Ecology. (3h)
- 347. Physiological Plant Ecology. (3h)
- 349S. Tropical Biodiversity. (4h)
- 350. Conservation Biology. (3h)
- 377. Community Ecology. (4h)
- 385. Oceanography. (3h)
- 386. Practical Oceanography. (4h)
- CHM 334. Chemical Analysis. (4h)
- ENV 250. Nautical Sciences. (3h)
- 391. Individual Study. (1.5h)

Interdisciplinary Minor in Environmental Studies

The following courses are required for the environmental studies minor. For course descriptions, see the relevant department's listings in this bulletin.

- ENV 201. Environmental Issues. (3h)
- ANT 339. Culture and Nature. (3h)
- ECN 150. Introduction to Economics (3h)
- 241. Natural Resource Economics. (3h)

A total of eighteen hours (including nine hours of elective courses) is required for the minor. The following courses can serve as electives for the environmental studies minor. Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this bulletin.

Electives for Environmental Studies Minor

- BIO 340. Ecology. (4h)
- 341. Marine Biology. (4h)
- 342. Aquatic Ecology. (4h)
- 343. Tropical Ecology. (3h)
- 347. Physiological Plant Ecology. (3h)
- 349S. Tropical Biodiversity. (4h)
- 350. Conservation Biology. (3h)
- 377. Community Ecology. (4h)
- 385. Oceanography. (3h)
- 386. Practical Oceanography. (4h)
- CHM 120. Physics and Chemistry of the Environment. (4h)
- 334. Chemical Analysis. (4h)
- EDU 271. Geography: The Human Environment. (3h)
- 274. Environmental Geography. (3h)
- ENV 250. Nautical Sciences. (3h)
- 391. Individual Study. (1.5h)
- HMN 250. Maritime Studies. (3h)
- 365. Humanity and Nature. (3h)
- PHI 163. Environmental Ethics. (3h)
- PHY 120. Physics and Chemistry of the Environment. (4h)

Film Studies

(Interdisciplinary Minor)

Director Reynolds Professor of Film Studies Peter Brunette

Film studies offers an interdisciplinary approach to the study of film through a body of courses that exposes students to the cultural, political, and social implications of this art form. Courses in the minor provide students with the critical tools necessary for both evaluating and producing film texts, and they prepare qualified students to choose critical and/or creative paths for further study or toward a profession. More information on the film studies program is available at www.wfu.edu/film.

A minor in film studies requires a minimum of eighteen hours of approved courses. Candidates for the minor must complete Introduction to Film (COM 246) and Film Theory and Criticism (COM 311) and an additional twelve hours of courses: at least three hours from each of the designated fields of international cinema and production, and six hours of electives.

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

Film Studies (FLM)

101, 102. Internship in Film Studies I and II. (1.5h, 1.5h) Individual internships in film studies to be approved, supervised, and evaluated by an appropriate member of the film studies faculty. The nature and extent of the internship will determine whether both sections can be taken simultaneously. Pass/fail only. P—POI.

Film Studies Required Courses

- COM 246. Introduction to Film. (3h)
- 311. Film Theory and Criticism. (3h)

Film Studies Electives in International Cinema

- ART 261. Topics in Film History. (3h) (When topic relates to international cinema)
- 396K. Art History Seminar (Film). (3h) *When topic relates to international cinema*
- COM 370. Special Topics. (3h) *When topic relates to international cinema*
- FRH 360. Cinema and Society. (3h)
- HMN 252. Introduction to Chinese Film. (3h)
- 382. Italian Cinema and Society. (3h)
- 383. Italian Fascism in Novels and Films. (3h)
- ITA 325. Italian Neorealism in Films and Novels. (3h)
- 326. Comedy in Italian Cinema. (3h)
- 327. Modern Italian Cinema. (3h)
- 330. Cinematic Adaptation and Literary Inspiration. (3h)
- SPN 339. Introduction to Spanish Film Studies. (3h)
- 340. Film Adaptations of Literary Works. (3h)
- 366. Latin-American Cinema and Ideology. (3h)

Film Studies Electives in Production

- ART 114. Digital Art I. (3h)
- 214. Digital Art II. (3h)
- COM 212. Introduction to Production and Theory. (3h)
- 213. Media Production: Documentary. (3h)
- 214. Media Production: Narrative. (3h)
- 310. Advanced Media Production. (3h)
- 316. Screenwriting. (3h)
- THE 141. On-Camera Performance. (3h)

General Film Studies Electives

- ART 260. Classics of World Cinema. (3h)
- 261. Topics in Film History. (3h)
- 396K. Art History Seminar: Film (3h)
- COM 312. Film History to 1945. (3h)
- 313. Film History since 1945. (3h)
- 370. Special Topics. (1-3h) *When topic relates to film studies*
- ENG 373. Literature and Film. (3h)
- FLM 101., 102. Internship in Film Studies I and II. (1.5h, 1.5h)
- SOC 366. The Sociological Analysis of Film. (3h)

German and Russian

Chair Kurt C. Shaw

Professors William S. Hamilton, Larry E. West

Associate Professors Kurt C. Shaw, Rebecca Thomas

Assistant Professors Alyssa Lonner, Grant P. McAllister

Lecturers Perry L. Patterson, Heiko Wiggers

The major in German requires nine courses beyond 153 to include one course from the sequence 210, 212 or 2147 [Vienna], 317, 399, and at least one course from the sequence 349, 381, 383, 385.

The minor in German requires five courses beyond 153, to include one course from the sequence 210, 212 or 2147 [Vienna], 317 and at least one course from the sequence 349, 381, 383, 385.

German majors and minors are required to take the Zertifikat Deutsch (ZD) examination in their last semester or senior year. A more advanced examination, the Zentrale Mittelstufenprüfung (ZMP), is optional. The Zertifikat Deutsch für den Beruf (ZDfB) is offered at the end of GER 330.

Honors: Highly qualified majors will be invited by the department to participate in the honors program in German. To be graduated with the designation "Honors in German," students must complete a senior research project. For additional information, members of the departmental faculty should be consulted.

Students of German are invited to apply for the W.D. Sanders Scholarships and for programs of study at Freiburg, Berlin, and Vienna, administered by the Institute for the International Education of Students (IES).

The major in German studies requires nine courses beyond 153 to include one course from the sequence 210, 212 or 2147 [Vienna], two courses from the sequence 331, 335, 340, 345, one course from the sequence 390-5, and five electives, two of which must be from external departments (music, history, religion, political science, philosophy). Students may take more than one course from the 390-5 sequence for elective credit.

The minor in German studies requires five courses beyond 153, to include one course from the sequence 210, 212 or 2147 [Vienna], and 317.

The major in Russian requires twenty-four hours beyond 153 and must include 210, 212, 317, and 321.

The minor in Russian requires fifteen hours beyond 153 and must include 210 and 212.

German (GER)

111, 112. Elementary German. (4h, 4h) Introduction to German language and culture. Two semester sequence.

113. Intensive Elementary German. (4h) One-semester course covering the material of GER 111 and 112. For students whose preparation for GER 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had GER 111 or 112.

153. Intermediate German. (4h) The principles of grammar are reviewed; reading of selected prose and poetry. P—GER 112 or 113.

210. The German Experience. (3h) A multidisciplinary course dealing with the vast arena of German culture ranging from literature, art and architecture to music, philosophy, and film. “High” culture, as well as current trends in pop music, film, and TV programming are covered. P—153.

212. Introduction to German Literature. (3h) Short masterpieces of German literature. P—GER 153 or equivalent.

317. Composition and Grammar Review. (3h) Review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors and minors. *Fall*. P—GER 153 or equivalent.

318. Practice in Speaking German. (3h) Vocabulary for everyday situations, fluency and pronunciation, discussion of various topics from easy to advanced, listening exercises, free speaking, oral presentations. *Spring*. P—153 or equivalent.

320. German Culture and Civilization I. (3h) Survey of German culture and civilization from prehistoric times to 1871. Conducted in German. *Offered fall semester of odd years*. P—GER 153 or equivalent. (CD)

321. German Culture and Civilization II. (3h) Survey of German culture and civilization from 1871 to the present, with emphasis on contemporary Germany. Conducted in German. *Offered spring semester of even years*. P—GER 153 or equivalent. (CD)

322. Internship in German Language. (1.5h-3h) Under faculty direction, a student mentors local German students at the middle or high school level. Focus is on vocabulary building and reinforcing basic grammar structures. Requirements include, but are not limited to: keeping a journal, compiling a portfolio of teaching materials, and consulting regularly with the faculty

director. May be repeated for a total of six hours, only three of which may count towards the major or minor. Pass/Fail only. P—GER 317 or POI.

329. Business German I. (3h) Emphasis on social market economy, writing resumes, the European Union, job ads and job interviews, current topics in German business, oral proficiency, business correspondence, grammar review, business etiquette, banking, and financing. P—GER 317 or POI.

330. Business German II. (3h) Prepares students for the internationally acknowledged exam, Zertifikat Deutsch für den Beruf, which is offered at the end of the semester. Other topics include: writing a business plan, the structure of German companies, current topics in German business, oral proficiency, business correspondence, and business theory. P—GER 329 or POI.

331. Weimar Germany. (3h) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. Also listed as HST 318. Taught in English.

335. German Film. (3h) Survey of German cinema from the silent era to the present. Taught in English.

340. German Masterworks in Translation. (3h) Examination of selected works of German, Austrian, and Swiss fiction in English translation by such writers as Goethe, Schiller, Kafka, Mann, and Schnitzler. Literary periods, genres, and authors vary according to instructor. Students may not receive credit towards the German major or minor for both GER 340 and GER 331. *Fall*.

345. History of the German Language. (3h) Survey of the development of the German language from prehistoric times to modern day German. Topics include: From Indo-European to Germanic, phonetical and lexical changes of the German language, Old High German, Middle High German, Early New High German, and Modern Standard German. Taught in English. No prior knowledge of linguistics necessary. P—GER 210 or 212 or equivalent or POI.

349. German Literature before 1700. (3h) Survey of German literature of the Middle Ages, Reformation, and Baroque eras; emphasizes the chivalric period, medieval drama, Martin Luther, and the Baroque period. P—GER 212, or equivalent. *Fall*.

370. Individual Study. (1-3h) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—GER 212 and POI.

381. German Literature from the Enlightenment through Romanticism. (3h) Selected works from the Enlightenment, the Storm and Stress period, the poetry and major dramas of Goethe and Schiller, and German Romanticism. *Fall*. P—GER 212 or equivalent.

383. German Literature from Poetic Realism through Naturalism. (3h) Study of selected works from the Realist period and subsequent Naturalist movement, with attention to the historical and social contexts in which they emerge. P—GER 212 or equivalent.

385. German Literature of the Modern Age. (3h) Intensive study of representative works of major German, Austrian, and Swiss authors of the twentieth and twenty-first centuries. *Fall*. P—GER 212 or equivalent. (CD)

387, 388. Honors in German. (2.5h, 2.5h) Conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

399. Seminar in the Major. (3h) Intensive examination of a selected genre or special topic to be determined by the instructor. Intensive practice in critical discourse, including discussion and

an oral presentation in German. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors. May be repeated. *Spring*. P—GER 349, 381, 383, 385, or equivalent.

Semester in Graz

322. Internship in German Language. (3h) Under faculty direction, a student serves as a German language intern for the faculty, staff, and students at the American Institute for Musical Studies, Graz, Austria. The student translates public and private documents, and performs any necessary tasks for the organization for which knowledge of German is essential. Course requirements include, but are not limited to: keeping a journal and compiling a portfolio of all translations and documents created in German for the organization. May be repeated for a total of six hours, only three of which may count towards the major or minor. *Offered only in Graz, Austria*. Pass/Fail only. P—GER 317 or POI.

Semester in Vienna

2147. Masterpieces of Austrian Literature. (3h) Study of masterpieces of Austrian literature of the nineteenth, twentieth, and twenty-first centuries. Lecture and discussion in German. *Offered only at the Flow House in Vienna*. P—153 or equivalent.

3227. Internship in German Language. (1.5h-3h) Under faculty direction, a student tutors English at local elementary schools in Vienna. Focus is on vocabulary building and basic conversation. Course requirements include, but are not limited to: keeping a journal, compiling a portfolio of teaching materials, and consulting regularly with the faculty director. May be repeated for a total of six hours, only three of which may count towards the major or minor. Pass/Fail only. *Offered only at the Flow House in Vienna*.

3407. Special topics in German and Austrian Literature and Culture. (3h) Credit towards the German major or minor. Taught in English. *Offered only at the Flow House in Vienna*.

3507. Fin de Siècle Vienna. (3h) Survey of major developments in Viennese art, music, literature, and society from roughly 1889 to 1918. Important figures to be discussed are Mahler, Schoenberg, Klimt, Schiele, Schnitzler, Musil, Freud, and Herzl. *Offered only at the Flow House in Vienna*.

HMN 2157. Germanic and Slavic Literature. Taught in English. *Offered only at the Flow House in Vienna*.

German Studies (GST)

In addition to the courses listed under the German major, the German studies major also offers the following courses, all of which are conducted in English:

390. German Women Writers. (3h) Examination of selected works by women authors. Literary periods, genres, and authors vary according to instructor.

391. German and Austrian Music. (3h) Introduction to masterworks of German and Austrian composers from the eighteenth through the twentieth centuries.

392. The Oberammergau Passion Play. (3h) Intensive study of the Oberammergau play viewed against the backdrop of the late Middle Ages.

393. Luther. (3h) Survey of Luther's life, writings and political influence during his life and after. Additional emphasis on Luther's anti-Semitic writings as a subtext of German National Socialist ideology.

394. German Myths, Legends, and Fairy Tales. (3h) Study of German myths, legends, and fairy tales since the Middle Ages and their role in the formation of German national identity.

395. Special Topics in German Studies. (3h)

Russian (RUS)

111, 112. Elementary Russian. (4h, 4h) Essentials of Russian grammar, conversation, drill, and reading of elementary texts.

153. Intermediate Russian. (4h) Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Russian press. P—RUS 112 or equivalent.

210. The Russians and Their World. (3h) An introductory look at Russian culture and society, with topics ranging from history, religion, art, and literature to contemporary Russian popular music, TV, and film. Taught in Russian. P—153 or equivalent.

212. Introduction to Russian Literature. (3h) Reading of selected short stories and excerpts from longer works by Russian authors from the nineteenth century to the present. P—RUS 153 or equivalent.

317. Seminar in Russian Literature. (3h) In-depth reading and discussion of shorter novels and occasional short stories by the foremost Russian authors from the nineteenth century to the present. P—RUS 212.

321. Conversation and Composition. (3h) Study of grammar at the advanced level. Intensive practice in composition and conversation based on contemporary Russian materials. P—RUS 210 or 212.

328. Advanced Grammar. (3h) Mastery of Russian declension and conjugation, with special attention to the correct use of reference materials. Syntax of complex and problematic sentences. P—RUS 321.

330. The Structure of Russian. (3h) The linguistic tools of phonetics, phonemics, and morphophonemics are explained and applied to modern Russian. Emphasis on the study of roots and word formation. P—POI.

332. The History of the Russian Language. (3h) The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P—RUS 321 and POI.

340. Seminar in Translation. (3h) Advanced work in English-to-Russian and Russian-to-English translation. P—RUS 321 and POI.

341. Russian Masterworks in Translation. (3h) Reading and discussion of selected works from Russian literature in English translation by such writers as Gogol, Dostoevsky, Tolstoy, Bulgakov, and Solzhenitsyn. (D)

- 354. Language of the Russian Press and Mass Media.** (3h) Readings from Russian newspapers, magazines and the Internet, as well as exposure to Russian television and radio broadcasts. Emphasis is on improving reading and listening skills and vocabulary acquisition. P—210 or 212.
- 370. Individual Study.** (1.5-3h) Study in language or literature beyond the 210-212 level. May be repeated for credit. P—RUS 212 or higher.
- 390. The Language of Russian Commerce and Politics.** (3h) Readings in the contemporary Russian press. Intensive written and oral practice, emphasizing specialized vocabulary of business and government. P—RUS 321 or POI.

Global Trade and Commerce Studies (GTCS)

(Interdisciplinary Minor)

Coordinator Associate Professor of Political Science Pia Christina Wood

The minor in global trade and commerce studies consists of a total of fifteen hours. Candidates for the minor will be required to take INS 260 (Introduction to Global Trade and Commerce Studies) and twelve additional hours in global trade and commerce studies, which must include a study abroad experience for credit. No more than six of the fifteen hours for the minor may be taken in a single discipline. The following list contains courses within Wake Forest University that qualify as a global trade and commerce studies course. Courses taken during the study abroad experience which may qualify as a GTCS course also will be reviewed and approved by the director of international studies.

Required Course for Global Trade and Commerce Studies

INS 260. Introduction to Global Trade and Commerce Studies. (3h) Provides foundational knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce.

Elective Courses for Global Trade and Commerce Studies

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department’s listings in this publication.

- ANT 337. Economic Anthropology. (3h)
- ACC 290. International Accounting. (3h)
- BUS 113. Foundations of Entrepreneurship. (3h) *with permission of coordinator*
- 215. Seminar in Comparative Management. (3h)
- 222. Global Marketing Strategy. (3h)
- 234. International Finance. (3h)
- 290. International Business Study Tour. (3h)
- CHI 255. Business Hanyu. (3h)
- COM 350. Intercultural Communication. (3h)
- 351. Comparative Communication. (3h)
- 354. International Communication. (3h)

- ECN 251. International Trade. (3h)
- 252. International Finance. (3h)
- 253. Economies in Transition. (3h)
- 254. Current Issues in African Development. (study tour) (3h)
- 258. Economic Growth and Development. (3h)
- FRH 329. Introduction to Business French. (3h)
- 330. Advanced Business French. (3h)
- HST 224. Great Britain. (3h)
- 231. Russia and the Soviet Union: 1865 to Present. (3h)
- 247. Japan since 1800. (3h)
- 249. Introduction to East Asia. (3h)
- 275. Modern Latin America. (3h)
- 314. European Economic and Social History, 1750-1990. (3h)
- 350. Global Economic History. (3h)
- POL 232. Politics in Russia and Eastern Europe. (3h)
- 235. European Integration. (3h)
- 238. Comparative Economic Development and Political Change. (3h)
- 239. State, Economy and International Competitiveness. (3h)
- 253. International Political Economy. (3h)
- 256. International Security. (3h)
- 257. Interamerican Relations. (3h)
- 260. U.S. and East Asia. (3h)
- 262. International Organizations. (3h)
- PSY 357. Cross-Cultural Psychology (3h)
- SOC 333. The Sociology of Cities (3h)
- 363. Global Capitalism. (3h)
- SPN 387. Introduction to Spanish for Business. (3h)
- 388. Advanced Spanish for Business. (3h)

Health and Exercise Science (HES)

Chair Paul M. Ribisl

Thurman D. Kitchin Professor of Health and Exercise Science W. Jack Rejeski

Charles E. Taylor Professor of Health and Exercise Science Paul M. Ribisl

Professors Michael J. Berry, Peter H. Brubaker, Stephen P. Messier

Professor Emeritus William L. Hottinger

Dunn-Riley Jr. Professor and Associate Professor Shannon L. Mihalko

Associate Professors Anthony P. Marsh, Gary D. Miller, Patricia A. Nixon

Visiting Assistant Professors Jeffrey A. Katula, Joseph F. Seay

Instructors Johnnie O. Foye, David H. Stroupe, Sharon K. Woodard

The purpose of the health and exercise science department is to advance knowledge through research and to disseminate the knowledge in this field of study through education of and service to humanity. The primary focus of the department is promoting health and preventing and treating disease through healthful behaviors, emphasizing physical activity and nutrition.

Health and Exercise Science Requirement

All students must complete HES 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case by the end of the second year.

Courses for the Major

The department offers a program leading to the bachelor of science degree in health and exercise science. A major requires thirty-one hours and must include HES 262, 312, 350, 351, 352, 353, 354, 360, and 370. Majors are not allowed to apply any HES 100-level courses or HES 206 toward the thirty-one hours required for graduation. A minimum grade point average of 2.0 is required for graduation in courses that comprise a major in the department. Students interested in majoring in health and exercise science should consult the coordinator of the department's undergraduate program as soon as possible after entering the University.

Highly qualified majors are invited by the department to apply for admission to the honors program in health and exercise science by the second semester of the junior year. To be graduated with the designation "Honors in Health and Exercise Science," a student must have a minimum grade point average of 3.3 in the major, a minimum overall grade point average of 3.0, and complete an honors research project which includes a written and an oral report. Interested students should consult the coordinator of the department's honors program. For more information, please consult the department's Web site at www.wfu.edu/hes.

201. Health Issues on College Campuses I. (1.5h) Introduction to concepts and methods of peer health education; development of teaching and group facilitation skills. Pass/Fail only. P—POI.

202. Health Issues on College Campuses II. (1.5h) Development and delivery of educational programs on a variety of health issues relevant to college students. Pass/Fail only. P—HES 201.

206. Lifeguard Training. (1.5h) Lifeguard training course that offers American Red Cross certifications in CPR for the professional rescuer, community first aid, lifeguard training, and waterfront lifeguarding.

232. Emergency Medical Training. (3h) Lectures and practical experiences in preparation for responding to medical emergencies, including: patient assessment; airway management; cardiopulmonary resuscitation; O₂ therapy; management of shock; trauma and environmental emergencies; and head/spine/musculoskeletal injuries. North Carolina state exam for EMT certification is offered.

262. Statistics in the Health Sciences. (3h) Basic statistics with emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for statistical analysis. (QR)

310. Applied Field Study. (1.5h) Application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. Open only to majors. Pass/Fail only. P—POI.

311. Internship in Rehabilitation. (1.5h) A semester experience in the campus rehabilitation programs. Includes written case study analyses of selected patients with a focus upon risk factor assessment and review of multiple intervention strategies, in conjunction with participation in physiologic monitoring of patients during therapeutic sessions. Open only to majors. Pass/Fail only. P—POI.

312. Exercise and Health Psychology. (3h) Survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to wellness, stress, the bio-behavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—HES 262 or POI.

350. Human Physiology. (3h) Lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. P—BIO 111, 112, or 214, or POI.

351. Nutrition in Health and Disease. (3h) Lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—HES 350 or POI.

352. Human Gross Anatomy. (4h) Lecture/laboratory course in which the structure and function of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems are studied using dissected human cadavers. Open only to majors.

353. Physiology of Exercise. (3h) Lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. Acute and chronic responses of the muscular and cardiorespiratory systems to exercise are examined. Topics include exercise and coronary disease, nutrition and performance, strength and endurance training, body composition, sex-related differences, and environmental influences. P—HES 350 or POI.

354. Assessment Techniques in Health Sciences. (3h) Lecture/laboratory course to develop clinical skills and knowledge in the assessment of health in areas of exercise physiology, nutrition/metabolism, biomechanics/neuromuscular function, and health psychology. Labs emphasize use of instrumentation and analysis/interpretation of data collected on human subjects. P—HES 262, 350, and 352 or POI. (QR)

355. Exercise Programming. (1.5h) Lecture/laboratory course which presents the scientific principles of safe and effective exercise prescription for fitness programs. P—HES 350 or POI.

360. Epidemiology. (3h) Introduction to basic determinants of the incidence of chronic disease in the population and development of an understanding of individual, community, and environmental approaches to promoting healthful lifestyles in youth, adults, and elderly populations. Issues are analyzed by formal statistical modeling. P—An applied statistical methods course, such as ANT 380, BIO 380, BUS 202, HES 262, MTH 256 or 358, PSY 311, or SOC 371. (QR)

370. Biomechanics of Human Movement. (3h) Study of the mechanical principles which influence human movement, sport technique, and equipment design. P—HES 352 or POI.

372. Anatomy Dissection Laboratory. (2h) Laboratory course that involves human cadaver dissection of the musculoskeletal, neuromuscular, pulmonary, and cardiovascular systems. Open only to majors. P—POI.

375. Advanced Physiology of Exercise. (3h) Lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise, and metabolic consequences of exercise. P—HES 353 or POI.

376. Interventions in Behavioral Medicine. (3h) Seminar course providing an overview of the development, implementation, and evaluation of interventions within the context of behavioral medicine. Attention is on behavior change theories that have served as the framework for physical activity and weight loss interventions. Hands-on experience is included with current interventions through peer counseling and case study analysis.

382. Individual Study. (1h, 1.5h, 2h) Independent study directed by a faculty adviser. Students must consult the adviser before registering for this course. Open only to majors. P—POI.

384. Special Topics in Health and Exercise Science. (1.5h, 2h, 3h) Intensive investigation of a current scientific research topic in health or exercise science with focus on a specific topic. May be repeated for credit if topic differs. P—Contingent on topic offered and POI.

386. Honors Research. (1.5h) Directed study and research in preparation for a major paper on a subject of mutual interest to the student and faculty honors adviser. Taken only by candidates for departmental honors. P—POI, approval of departmental honors committee, and prior completion of a 1.5-hour Individual Study.

Courses in Basic Instruction and Elective Health and Exercise Science

All the 100-level courses listed below are for one hour each, and they can only be taken once for credit except HES 183 which may be repeated once.

100. Lifestyle and Health. Lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.

101. Exercise for Health. Laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.

112. Sports Proficiency.

116. Weight Training.

150. Beginning Tennis.

151. Intermediate Tennis.

160. Beginning Golf.

161. Intermediate Golf.

163. Bowling.

170. Volleyball.

182. Beginning Ice Figure Skating.

183. Intermediate/Advanced Ice Figure Skating. May be repeated once for credit.

194. T'ai Chi.

Health Policy and Administration (HPA)

(Interdisciplinary Minor)

Director Professor of Economics Michael S. Lawlor

The health policy and administration minor is designed to give students a concentration in the area of public health policy and the study of health care delivery. It is open to all majors and places an emphasis on providing students with the analytical methods and knowledge of institutional complexity necessary to an understanding of the rapidly evolving medical industry. Students interested in either public policy or administrative roles in health care could benefit from the minor. The coursework requires the following five courses (three hours each), for a total of fifteen hours, plus some notable prerequisites (see individual course descriptions for details):

150. Introduction to Public Health. (3h) Survey of the basic structure of the health care system in the United States. Includes discussion of current issues of public policy toward health, organization of health care delivery, and health system reform. Serves as the introduction to the interdisciplinary minor in health policy and administration. *Offered every fall.*

250. Internship in Health Policy and Administration. (3h) A semester experience in a health care policy or health care administration organization. Students work in conjunction with a director who is a researcher on a public health science research project or with an administrator in health care delivery. Students gain relevant practical experience that builds on prior coursework and provides insight into public health policy issues. Open only to senior health policy and administration students. P—HPA 150 and POI. *Offered every spring.*

Required Courses for Health Policy and Administration:

- ECN 240. Economics of Health and Medicine. (3h) *Fall*
- HPA 150. Introduction to Public Health. (3h) *Fall*
- 250. Internship in Health Policy and Administration. (3h) *Spring*
- HES 360. Epidemiology. (3h) *Spring*

Elective Courses for Health Policy and Administration

Choose one course from the following electives. Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

- ANT 362. Medical Anthropology. (3h)
- BIO 396. Biomedical Ethics. (3h)
- HES 312. Exercise and Health Psychology. (3h)
- HST 311. Special Topics in History. (3h) (when topic is controversies in American medical history)
- 339. Health Care in American Society. (3h)
- HMN 390. Interdisciplinary Seminar on Aging. (3h)
- PHI 161. Medical Ethics. (3h)
- POL 216. U.S. Social Welfare Policy. (3h)
- PSY 322. Psychopharmacology. (3h)

- SOC 335. Sociology of Health and Illness. (3h)
 336. Sociology of Health Care. (3h)
 337. Aging in Modern Society. (3h)
 WGS 321. Research Seminar in Women's and Gender Studies. (3h)
 (when topic is appropriate)

Since many of the required courses involve prerequisites students should plan ahead to ensure they can meet all of the requirements in four years. The following schedule suggestions may be helpful:

First Year:	Core Requirements, including ECN 150
Sophomore:	ECN 205, Applied Statistics (various departmental courses)
Junior:	HPA 150, HES 360
Senior:	ECN 240, HPA 250

History (HST)

Chair Simone Caron

Reynolds Professor Paul D. Escott

Wake Forest Professor Emeritus James P. Barefield

Professors Nathan O. Hatch, J. Edwin Hendricks, Michael L. Hughes, J. Howell Smith, Sarah L. Watts, Alan J. Williams

Kahle Associate Professor Michele K. Gillespie

Associate Professors Simone M. Caron, Jeffrey D. Lerner, Anthony S. Parent Jr., Susan Z. Rupp

Assistant Professors Robert Hellyer, Monique O'Connell, Charles Wilkins

Lecturers Ronald Bobroff, Gloria Fitzgibbon

Instructor Stephen Vella

Visiting Assistant Professors Michael Bennett, Anders Greenspan

Visiting Instructors Angus Lockyer (London), Kent McConnell

The major in history consists of a minimum of twenty-seven hours and must include HST 390 or 392, one course in premodern history, and a minimum of 5.5 hours in each of the following three fields: European history; Latin American, Asian, or African history; and U.S. history. History courses 101, 102, 103, 104, 390, 391, and 392 count toward the major but cannot be used to meet the distributional or pre-modern requirements in the major.

Majors may include within the required twenty-seven hours up to six hours of advanced placement or comparable work and up to six hours of any combination of individual study and directed reading other than the hours earned in HST 397. The student must have a GPA of 2.0 in history to graduate with the major.

A minor in history requires eighteen hours. Courses that the student elects to take pass/fail do not meet the requirements for the major or minor.

Honors. Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete HST 391, present an honors-quality research paper, successfully defend the paper in an oral examination,

and earn an overall grade point average of 3.0 with an average of 3.3 on work in history. For additional information, students should consult members of the department.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the master of arts degree and two for the PhD.

101. Western Civilization to 1700. (3h) Survey of ancient, medieval, and early modern history to 1700. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 102 and 104. (CD, D)

102. Europe and the World in the Modern Era. (3h) Survey of modern Europe from 1700 to the present. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 102 and 104. (CD, D)

1027. Formation of Europe: Habsburg Empire and its Successor States. (3h) The development of Central and East-Central Europe as a multiethnic unity under the Habsburgs, 1526-1918, and its dissolution into successor states and subsequent interactions, 1918-1989. *Offered in Vienna.*

103. World Civilizations to 1500. (3h) Survey of the ancient, classical, and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 102 and 104. (CD, D)

104. World Civilizations since 1500. (3h) Survey of the major civilizations of the world in the modern and contemporary periods. Focus varies with instructor. Credit cannot be received for both 101 and 103, or 102 and 104. (CD, D)

105. Africa in World History. (3h) Examines the continent of Africa from prehistory to the present in global perspective, as experienced and understood by Africans themselves. (CD, D)

106. Medieval World Civilizations. (3h) Survey of world civilizations from 600 C.E. to 1600 C.E., including political, religious, cultural, and economic developments. (CD, D)

107. The Middle East and the World. (3h) Examines, in its global context, the history of the Middle East region from the inception of Islam in the seventh century to the twentieth century. Combines an introduction to Islamic civilization in its central lands with a close study of its interaction with other societies. (CD, D)

1262. The Golden Age of Burgundy. (1.5h) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*

131. European Historical Biography. (1.5h) Study of biographies of men and women who have influenced the history and civilization of Europe. May be repeated for credit if topic varies.

132. European Historical Novels. (1.5h) The role of the historical past in selected works of fiction. May be repeated for credit if topic varies.

140. Modern Slovenia. (1h) Historical perspective of the politics, constitution, and culture of contemporary Slovenia. Includes lectures and visits to relevant sites. *Offered in Ljubljana.*

162. History of Wake Forest University. (1.5h) Survey of the history of Wake Forest from its beginning, including its written and oral traditions. May include a visit to the town of Wake Forest.

206. The Early Middle Ages. (3h) European history from the end of the ancient world to the mid-twelfth century, stressing social and cultural developments.

207. The High Middle Ages Through the Renaissance. (3h) European history from the mid-twelfth through the early sixteenth centuries, stressing social and cultural developments.

209. Europe: From Renaissance to Revolution. (3h) Survey of European history from the fifteenth to the eighteenth century. Topics include the voyages of discovery, the military revolution, the formation of the modern state, religious reformation, witchcraft and the rise of modern science, and pre-industrial economic and social structures including women and the family.

2019. General History of Spain. (3h) History of Spain from the pre-Roman period to the present day. Counts as elective for the Spanish major. *Offered in Salamanca.*

210. Colloquium in Historical Diversity. (3h) Broad examination of the historical roots of contemporary cultural issues through various themes such as race, ethnicity, class, gender, sexuality, religion, and nationality. Focus varies with instructor. (CD)

217. France to 1774. (3h) History of France from the Paleolithic period to the accession of Louis XVI with particular attention to the early modern period.

218. France since 1815. (3h) History of France from the restoration of the monarchy to the Fifth Republic.

219. Germany to 1871. (3h) Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.

220. Germany: Unification to Unification, 1871-1990. (3h) The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.

222. The Renaissance and Reformation. (3h) Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed.

223, 224. Great Britain. (3h, 3h) Survey of British history. Topics include religion, revolution and reform, war, poverty and poor relief, women, social and economic change, and empire. 223: To eighteenth century; 224: Eighteenth century to present.

2253. History of Venice. (3h) The history of Venice from its origin to the fall of the Venetian Republic. *Offered in Venice.*

2260. History of London. (1.5h, 3h) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

2263. Venetian Society and Culture. (3h) Examination of Venetian society, including the role within Venetian life of music, theatre, the church, and civic ritual. *Offered in Venice.*

2280. Georgian and Victorian Society and Culture. (3h) Social and economic transformation of England in the eighteenth and nineteenth centuries, with particular attention to the rise of professionalism and developments in the arts. *Offered in London.*

230. Russia: Origins to 1865. (3h) Survey of the political, social, and economic history of Russia, from its origins to the period of the Great Reforms under Alexander II.

231. Russia and the Soviet Union: 1865 to the Present. (3h) Survey of patterns of socioeconomic change from the late imperial period to the present, the emergence of the revolutionary movement, and the development of Soviet rule from its establishment to its collapse.

- 240. African-American History.** (3h) The role of African Americans in the development of the U.S., with attention to African heritage, forced migration, Americanization, and influence. (CD)
- 242. The Middle East before 1500.** (3h) Survey of Middle Eastern history from the rise of Islam to the emergence of the last great Muslim unitary states. Provides an overview of political history with more in-depth emphasis on the development of Islamic culture and society in the pre-modern era. (CD)
- 243. The Middle East since 1500.** (3h) Survey of modern Middle Eastern history from the collapse of the last great Muslim unitary states to the present day. Topics include the rise and demise of the Ottoman and Safavid empires, socio-political reform, the impact of colonialism, Islamic reform, the development of nationalism, and contemporary social and economic challenges. (CD)
- 244. Imperial China.** (3h) Study of traditional China to 1850, with emphasis on social, cultural, and political institutions. (CD)
- 245. Modern China.** (3h) Study of China from 1644 to the present. (CD)
- 246. Japan before 1800.** (3h) Survey of Japan from earliest times to the coming of Western imperialism, with emphasis on regional ecologies, economic institutions, cultural practice, military organization, political ideology, and foreign relations. (CD)
- 247. Japan since 1800.** (3h) Survey of Japan in the modern world. Topics include political and cultural revolution, state and empire-building, economic “miracles,” social transformations, military conflicts, and intellectual dilemmas. (CD)
- 249. Introduction to East Asia.** (3h) Introduction to the histories and cultures of East Asia, from the earliest times to the present, focusing on China, Korea, Japan, and Vietnam, with some attention to the rest of South-East Asia and emphasizing ecology and economy, trade and international relations, political ideology, religious belief, and cultural practice. (CD)
- 251, 252. The United States.** (3h, 3h) Political, social, economic, and intellectual aspects. 251: Before 1865; 252: After 1865.
- 253. Colonial English America, 1582-1774.** (3h) Determinative episodes, figures, allegiances, perceptions, and results of the period, organically considered.
- 272. Introduction to African History.** (3h) Introduction to African history from the perspective of the continent as a whole. The historical unity of the African continent and its relation to other continents are stressed. (CD)
- 273. History of Mexico.** (3h) Examination of the history of Mexico from the colonial period to the present. (CD)
- 275. Modern Latin America.** (3h) Survey of Latin-American history since independence, with emphasis on the twentieth century. Concentrates chiefly on economics, politics, and race. (CD)
- 284. Latin America's Colonial Past.** (3h) Studies the history of Latin America's colonial past from the preconquest background to the wars of independence in the early nineteenth century. (CD)
- 307. The Italian Renaissance.** (3h) Examination of the economic, political, intellectual, artistic, and social developments in the Italian world from 1350 to 1550. (CD)
- 308. The World of Alexander the Great.** (3h) Examination of Alexander the Great's conquests and the fusion of Greek culture with those of the Near East, Central Asia, and India. Emphasis is on

the creation of new political institutions and social customs, modes of addressing philosophical and religious issues, and the achievements and limitations of Hellenistic civilization.

311. Special Topics in History. (1h-3h) Subject varies with instructor. May be repeated for credit if topic varies.

314. European Economic and Social History, 1750-1990. (3h) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors.

315. Greek History. (3h) Development of ancient Greek civilization from the Bronze Age to the end of the Classical Period stressing social institutions, individual character, and freedom of social choice within the framework of cultural, political, and intellectual history.

316. Rome: Republic and Empire. (3h) Survey of Roman history and civilization from its beginning to about 500 C.E., with emphasis on the conquest of the Mediterranean world, the evolution of the Republican state, the growth of autocracy, the administration of the empire, and the interaction between Romans and non-Romans.

317. The French Revolution and Napoleonic Empire. (3h) Revolution and wars that constitute one of the pivotal points in modern history.

318. Weimar Germany. (3h) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration. Also listed as GER 331.

3260. The Industrial Revolution in England. (3h) Study of the social, economic, and political causes and effects of the Industrial Revolution in England. *Offered in London.*

328. History of the English Common Law. (3h) Study of the origins and development of the English common law and its legacy to modern legal processes and principles.

330. Race, Religion, and Sex in Early Modern Europe. (3h) Explores issues of race, ethnicity, and gender in Europe between 1400 and 1800. Topics include contact and conflict among Jews, Muslims, and Christians; marriage, the family, and sexuality; migration and immigration; and slavery and conquest in early European colonies and empires. (CD)

333. European Diplomacy, 1848-1914. (3h) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.

337. Gender in Early America. (3h) History of gender roles from the colonial period to the mid-nineteenth century. Examines the social constructions of femininity and masculinity and their political and cultural significance. (CD)

338. Gender in Modern America. (3h) History of gender relations from the late nineteenth century to the present. Analyzes the varying definitions of femininity and masculinity, the changing notions of sexuality, and the continuity and diversity of gender roles with special attention to race, class, and ethnicity.

339. Health Care in American Society. (3h) Analysis of major trends in health, sickness, and disease within the broad context of social, political, and economic developments. Examines indigenous healing; colonial medicine; emergence of hospitals and asylums; public health; race, class, and gender issues; and natural versus high-tech approaches to health care in the twentieth century.

- 341. Africans in the Atlantic World, 1750-1815.** (3h) Explores Africans' experience in the Atlantic world (Africa, Europe, and the Americas) during the era of slave trade by examining their encounters with Indians and Europeans and their adjustment to slave traders in West Africa. (CD)
- 342. Islamic Empires Compared: the Ottomans, Safavids, and Mughals.** (3h) Examines, in a comparative way, central themes in the history of the three great Islamic empires of the early modern period (1400-1800). Considers the problem of political legitimacy faced by Muslim rulers, transformations in Islamic religious practices, and the relationship between war and other aspects of Islamic society and culture. (CD).
- 343. Nation, Faith, and Gender in the Middle East.** (3h) Traces the development of nationalism and its interaction with religious, transnational, and gender identities in the Middle East in the nineteenth and twentieth centuries. Topics include Zionism, Arabism, Turkish nationalism, and Islamic revivalism. (CD)
- 347. Japan since World War II.** (3h) Survey of Japanese history since the outbreak of the Pacific War, with emphasis on social and cultural developments. Topics may include occupation and recovery of independence, the "1955 System," high-growth economics, and the problems of prosperity in recent years. (CD)
- 349. American Foundations.** (3h) Interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lectures, discussions, and field trips, including a tour of New York City museums. Term project in American history. Also listed as ART 331, HON 393, 394, and MUS 307. *Offered at Reynolda House in summer only.*
- 350. Global Economic History.** (3h) Overview of the growth and development of the world economy from precapitalist organizations to the present system of developed and under-developed states. (CD)
- 351. U.S. Social History I.** (3h) Examines various aspects of American social history from the colonial period to the mid-nineteenth century, with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture.
- 352. U.S. Social History II.** (3h) Examines various aspects of American social history from the late-nineteenth century to the present, with emphasis on immigration, ethnicity, race, gender, sexuality, the family, religion, and life and culture.
- 354. Revolutionary and Early National America, 1763-1815.** (3) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.
- 356. Jacksonian America, 1815-1850.** (3h) The U.S. in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.
- 357. The Civil War and Reconstruction.** (3h) The political and military events of the war and the economic, social, and political readjustments which followed.
- 358. The U.S. from Reconstruction to World War I.** (1.5h, 3h) National progress and problems during an era of rapid industrialization. May be divided into halves for 1.5 hours each: the Gilded Age; the Progressive Era.

- 359. U.S. History from Gilded Age Prosperity to Depression.** (3h) Political, social, and economic history of the U.S. from 1877 to 1933 with emphasis on industrialization, urbanization, immigration, growth of Big Business, imperialism, Populism, Progressive reform, war depression, and race, class, and gender relations.
- 360. U.S. History since the New Deal.** (3h) Political, social, and economic history of the U.S. since 1933 with emphasis on the Depression, wars at home and abroad, unionism, civil rights movements, countercultures, environmentalism, religion, the Imperial Presidency, and liberalism and conservatism.
- 361. Economic History of the U.S.** (3h) The economic development of the U.S. from colonial beginnings to the present.
- 362. American Constitutional History.** (3h) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.
- 363. The Old South.** (3h) Examination of the origins of southern distinctiveness, from the first interactions of Europeans, Native Americans and Africans to the Civil War and Emancipation. (CD)
- 364. The New South.** (3h) Examination of sharecropping, segregation, political reform, the Sunbelt phenomenon, the Civil Rights Movement, and southern religion, music, and literature. Includes a service learning component. (CD)
- 366. Studies in Historic Preservation.** (3h) Analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—POI.
- 369. Modern Military History.** (3h) Making war in the modern era, with special attention to the social context of military activity. Credit not allowed for both HST 369 and MIL 229.
- 370. Topics in North Carolina History.** (3h) General chronological survey of North Carolina with emphasis on selected topics. May be repeated for credit if topic varies.
- 371. Winston-Salem/Forsyth County.** (3h) History of the Winston-Salem/Forsyth County area using techniques of local history including archives, museums, and oral history. Lectures, readings, and class projects.
- 374. Protest and Rebellion in Latin America.** (3h) Study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations. (CD)
- 376. Civil Rights and Black Consciousness Movements.** (3h) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. Also listed as REL 341. (CD)
- 3760. Anglo-American Relations since 1940.** (3h) Study of the relations between the U.S. and Britain from 1940 to the present. Offered in London.
- 377. American Diplomatic History.** (3h) Introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.
- 378. Reconciling Race.** (3h) Comparative history of twentieth-century racial oppression, black rebellion, and religious reconciliation. Also listed as REL 348. (CD)

- 379. Origins of The Americas.** (3h) Unified, comparative history of North, Central, and South America from ancient times to the present. (CD)
- 380. America at Work.** (3h) Examines the people who built America from 1750 to 1945. Themes include free labor versus slave labor, the impact of industrialization, the racial and gendered realities of work, and the growth of organized labor and its political repercussions. (CD)
- 383. Revolution and Culture in Latin America.** (3h) Explores the links between revolutionary movements and cultural expression in Latin America and the Caribbean. Includes a Language Across the Curriculum component that allows students to earn credits in Spanish by reading and discussing at least half of the texts in Spanish. (CD)
- 390. Research Seminar.** (3h) Offered by members of the faculty on topics of their choice. A paper is required.
- 391. Honors Seminar.** (3h) Seminar on problems of historical synthesis and interpretation. Honors students must take HST 391. P—POI.
- 392. Individual Research.** (3h) Writing of a major research paper. May be taken in lieu of HST 390 in pursuit of honors in history. P—POI.
- 397. Historical Writing Tutorial.** (1.5h) Individual supervision of historical writing to improve a project initiated in HST 390 or HST 392. Does not count toward major or minor requirements. P—POI.
- 398. Individual Study.** (1-3h) Project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.
- 399. Directed Reading.** (1-3h) Concentrated reading in an area of study not otherwise available. May be repeated for credit if topic varies. P—POI.

Humanities (HMN)

(Interdisciplinary Minor)

Coordinator William S. Hamilton

W.R. Kenan Jr. Professor of Humanities Allen Mandelbaum

Reynolds Professor of American Studies Maya Angelou

Professor Ulrike Wiethaus

Associate Professors Candyce Leonard, Robert L. Utley Jr.

In order to offer capable students a forum which encourages the pursuit of ideas across the disciplinary lines of such fields as history, philosophy, literature, politics, religion, and the arts, the minor is offered in humanities. It requires a total of fifteen hours. Candidates for the minor are required to take HMN 280. Reason and Revelation, and 290. Innovation and Inclusivity. When these have been passed, the student is assigned a minor adviser who assists in planning the rest of the student's curriculum. In accordance with the plan, six more hours are selected from courses in the humanities or related disciplines other than those being used by the student to fulfill divisional requirements of the College or the requirements of the major.

The minor concludes with a three-hour project in HMN 396 supervised by a member of the humanities faculty and reviewed by a committee of relevant faculty appointed by the coordinator of humanities; the project must represent the further pursuit of an idea or topic studied in one of the courses of the minor, and must successfully reflect the synthesis of views from at least two traditional disciplines.

170. Understanding Japan. (3h) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations. Credit not given for both HMN 170 and 175. (CD)

175. Japanese Culture: Insight and Outreach. (3h) Develops an understanding of Japanese culture through reading, class discussion, and individual research, with subsequent outreach to area high schools through presentations. Credit not given for both HMN 170 and 175. (CD)

1767. The Cuisine of Italy: From the Farm to the Tabletop. (3h) Interdisciplinary study of the science, economics, history, culture, and art of Italian cuisine. *Taught only in Venice, 2005.*

Humanities courses 213-223 are designed to introduce students to works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors.

213. Studies in European Literature. (3h) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus.

214. Contemporary Fiction. (3h) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich.

215. Germanic and Slavic Literature. (3h) Texts studied are by such authors as Von Eschenbach, Hoffmann, Turgenyev, Dostoevsky, Ibsen, and Kafka.

216. Romance Literature. (3h) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa.

217. European Drama. (3h) Texts studied are by such authors as Molière, Garcia Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. (CD)

218. Eastern European Literature. (3h) Texts studied are by such authors as Moricz, Hasek, Bulgakov, Andric, Gombrowicz, Kundera, Ugresic, and Erofeev. (CD)

219. Introduction to Japanese Literature. (3h) Major works of poetry, drama, and fiction from the classical and modern periods. Also listed as EAL 219.

221. Introduction to Chinese Literature. (3h) Readings and discussions in fiction, drama, and poetry from the traditional and modern periods. Also listed as EAL 221.

222. African and Caribbean Literature. (3h) Examination of the negritude movement and the negro-African novel. Texts studied are by such authors as Aimé Césaire, Léopold Senghor, Ousmane Sembène, and Mariama Bâ. (CD)

223. Contemplative Practices and Literary Creation. (3h) An introduction to contemplative reading in the western monastic tradition, its development in the Middle Ages, and its influence on intellectual life and non-religious literary creation until the twentieth century, with a focus on Spain.

- 2248. Cross-cultural Encounters in Morocco.** (3h) Interdisciplinary study of Moroccan culture, both past and present, and an introduction to a country whose history and geo-political situation are unique within the Arab region. Group excursions to sites of cultural and historic significance. *Offered in Fez, Morocco, during the summer session.*
- 2253. Literature, Travel, and Discovery.** (3h) Exploration of various works, primarily in translation, from Homer to the present that focuses on the relationship between travel and discovery, especially as travel establishes the ongoing connection between the sacred and the profane for both guest and host.
- 2287. Viennese Culture from 1860 to 1914.** (3h) A study of late nineteenth and early twentieth century Vienna as reflected in the matrix of the city's civic and artistic life. *Offered in Vienna.*
- 230. Women Writers in Contemporary Italy.** (3h) Readings and discussions of texts by women writers in post-fascist Italy that reflect the feminine perspective on issues in contemporary Italian society and society at large. Authors include Naraini, Morante, Fallaci, Ginzburg, deCespedes, and Ortese. (Qualifies, with modifications, for the minor in Italian.)
- 235. After Auschwitz: Holocaust Literature, Art, and Theology.** (3h) Survey of the ways in which novelists, poets, theologians, and culture critics have struggled to come to terms with the cataclysmic events of the Shoah. Considers textual, visual, and architectural responses such as poetry, films, memorials, and paintings.
- 245. Interdisciplinary Seminar in Critical Thinking.** (1.5h) Investigation of cross-disciplinary issues. Designed to encourage experimental, interdisciplinary thinking and writing.
- 250. Maritime Studies.** (3h) Provides a multidisciplinary study of the sea and sea voyage in the Western tradition and the role of the sea in the historical development of the modern world system of labor, trade, and scientific resource management. *Offered only in conjunction with the Sea Education Association.*
- 251. The Asian-American Experience: Literature and Personal Narratives.** (3h) Introduction to the writings and narratives of Asian Americans, examining the process of assimilation, the effects of immigration and cultural conflict on literary forms of expression, and the formation of new cultural identities. (CD)
- 252. Introduction to Chinese Film.** (3h) Introductory study of film from mainland China, Hong Kong, and Taiwan from its inception at the turn of the twentieth century to the present. Explores Chinese film as an art form, an instrument of political propaganda, and a medium of popular entertainment. Also listed as EAL 252.
- 2561. Beijing: A Study of Chinese Religion and Politics.** (3h) Study of the religion and politics in the recent history of China, beginning with the founding of present Beijing in the early Ming Dynasty.
- 265. Gender, Spirituality, and Art.** (3h) Introduction to the current discussion of the nature of art and spiritual experience, with special attention to definitions of femininity and masculinity in the construction of symbols and religious meaning.
- 266. Perceptions of Islam.** (3h) Exploration of Islam as understood by Muslims and non-Muslims, with particular focus on issues of war and peace, gender equity, human rights, and prospects for future relations between Islamic and Western countries. (CD)

- 267. China, Character, and Columbine.** (3h) An examination, in Eastern and Western terms, of methodologies used to form and to reform the configurations of innate and learned factors that produce saints or sociopaths, centering on the psychological theory of Yan Xi-zhai. (CD)
- 268. Ancestors, Indians, Immigrants: A Southwest Cultural Tapestry.** (3h) Exploration of factors that shaped the lives of people in the Southwest with attention to Native American and Hispanic experience. From kivas to casinos, coyotes to cartels, it links archaeological and prehispanic history to contemporary lifeways in the canyons, deserts, and cities of the U.S./North Mexico. Also listed as ANT 377. (CD)
- 280. Reason and Revelation.** (3h) Investigation of the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches are considered through the reading of such authors as Plato, Hesiod, Aristophanes, and St. Thomas Aquinas, and of selections from the Bible.
- 282. Public Life and the Liberal Arts.** (3h) Devoted to topics of abiding public significance. Fundamental dilemmas and resolutions associated with each topic are examined through a consideration of their treatment in the liberal arts tradition. "Politics and the Arts" and "Theory and Practice in Public Life" are representative topics.
- 283. Foundations of Revolution in Modernity.** (3h) Subject viewed through such representative writers as Machiavelli, Spinoza, Pascal, Hobbes, Locke, Rousseau, Flaubert, Eckermann, Hegel, Nietzsche, and Conrad, each of whom in a different way participated in the rejection of the teachings of both the Socratic tradition and the Christian church.
- 285. Culture and Religion in Contemporary Native America.** (3h) Interdisciplinary survey of American-Indian cultures, including the arts and literature, religions, and historical changes. Emphasis is on the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. Also listed as REL 265. (CD)
- 290. Innovation and Inclusivity.** (3h) Introduction to cultural innovation in the twentieth century. Written texts, visual arts, and performance art are analyzed through the perspectives of (1.) paradigms such as psychoanalysis, Marxism, feminism, and liberation theology, (2.) debates about political correctness and multiculturalism, and (3.) strategies used by minority and non-Western voices. (CD)
- 320. Perspectives on the Middle Ages.** (3h) Team-taught interdisciplinary course using a variety of literary, historical, and theoretical materials to examine one of the following: (a.) Medieval Women; (b.) Medieval Constructs of Gender, Race, and Class; (c.) Love and War in the Middle Ages; (d.) The Medieval Environment: Landscape and Culture. May be repeated for credit with different sub topics.
- 332. Humanities Perspectives on Contemporary Indigenous Cultures.** (3h) An interdisciplinary seminar on the emerging global presence of indigenous cultures. Topics include world views and interreligious dialogue, contemporary social, political, and environmental developments, and indigenous cultural representation in contemporary arts, including film, literature, and theatre. (CD)
- 337. World Poetry in Dramatic Performance.** (1.5h) Study, in translation, of ancient and contemporary poetry ranging from Japanese to Irish, African American, Spanish, German, Scottish, and others. Students are required, after eight class meetings, to perform in a public presentation. Pass/Fail only.

- 3421. Japan in Perspective.** (3h) Readings in accounts of Japan by Western visitors from the nineteenth century to the present, e.g., Hearn, Bird, Booth, Reid, and writing of reflective essays on student responses to their experiences with Japan and Japanese culture. *Taught only in Japan.*
- 3503. Postmodern Experimental Fiction.** (3h) Explores a number of experimental fictions that helped define our idea of the novel in the second half of the twentieth century. Assesses the implications of the various revisions in literary form and links them, where possible, to general changes in thought as the world became increasingly globalized.
- 353. African and Caribbean Women Writers.** (3h) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora.
- 355. Forms and Expressions of Love.** (3h) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. Also listed as HON 249.
- 357. Images of Aging in the Humanities.** (3h) Multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. Also listed as HON 257.
- 361. Dante I.** (1.5h) Study of the *Vita Nuova* as apprenticeship to the *Divina Commedia*, and of the first half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. Also listed as ENG 307.
- 362. Dante II.** (1.5h) Study of the second half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. Also listed as ENG 308. P—HMN 361 or POI.
- 365. Humanity and Nature.** (3h) Multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. Also listed as HON 265.
- 380. Literature, Film, and Society.** (3h) Study of major selected works of literature, mainly American; of the films which have been based upon them; and of the social and political context in which they were read and seen. Texts include novels, stories, and plays by such writers as Dreiser, Lewis, Warren, Steinbeck, Hellman, Harper Lee, Wright, and Walker. P—Junior standing.
- 381. Independent Research in Asian Studies.** (1h, 2h, 3h) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of East Asian studies. May be repeated for credit, but no more than three hours may count toward East Asian studies.
- 382. Italian Cinema and Society.** (3h) Survey of some of Italy's greatest postwar films, with special attention to issues and problems in Italian society as treated by major directors such as Fellini, DeSica, Rossellini, Antonioni, and Olmi.
- 383. Italian Fascism in Novels and Films.** (3h) Exploration of theories of fascism, with emphasis on Italy between 1919 and 1944 as understood through novels and films.

385. Legends of Troy. (3h) Interdisciplinary investigation of translations and transformations of the Trojan legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Giraudoux.

390. Interdisciplinary Seminar on Aging. (1.5h or 3h) Study of aging in an interdisciplinary context, including the biological, psychological, neurobiological, cognitive, health status, and social structural and demographic aspects of aging. P—POI.

396. Individual Study. (1h, 2h, 3h) Individual projects in the humanities which continue study begun in regular courses. By prearrangement.

5

Interdisciplinary Honors (HON)

Coordinator Professor of English Barry Maine

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars should consult the coordinator.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect HON 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

131, 132. Approaches to Human Experience I. (3h, 3h) Inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

133, 134. Approaches to Human Experience II. (3h, 3h) A parallel course to HON 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

236. The Force of Impressionism. (3h) Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters include Manet, Monet, Renoir, Degas, and Cezanne. Writers include Baudelaire, Flaubert, Mallarmé, James, Pound, Joyce, and Woolf.

237. The Scientific Outlook. (3h) Exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

- 238. Romanticism.** (3h) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.
- 240. Adventures in Self-Understanding.** (3h) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.
- 241. The Tragic View.** (3h) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.
- 242. The Comic View.** (3h) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theatre, and film.
- 244. Man and the Structure of the Universe.** (3h) Investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.
- 247. The Mythic View.** (3h) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).
- 248. The Ironic View.** (3h) Investigation of the ironic view of life in literature, art, history, theatre, and film.
- 249. Forms and Expressions of Love.** (3h) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. Also listed as HMN 355.
- 257. Images of Aging in the Humanities.** (3h) Multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. Also listed as HMN 357.
- 258. Venice in Art and Literature.** (3h) Exploration of what Venice has meant to non-native artists and writers, and what they have made of it. Artists and writers include Byron, Turner, Ruskin, Henry James, Sargent, Whistler, Proust, Mann, and others.
- 265. Humanity and Nature.** (3h) Multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. Also listed as HMN 365.
- 281. Directed Study.** (3h) Readings on an interdisciplinary topic and presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic. Eligible students must submit a written request to the coordinator of interdisciplinary honors by the end of the junior year. Not open to candidates for departmental honors.
- 310. The Medieval World: Special Topics.** (3h) Team-taught course spanning the Middle Ages (500-1500) which considers artistic and/or literary representations and texts in the context of

political, historical, or religious culture of the medieval period in Western and non-Western areas of the world. Specific content is determined by the individual instructors.

390. Postmodern Thought and Expression. (3h) Exploration of postmodern philosophy, literature, and art, beginning with Nietzsche, Foucault, and Derrida, and extending into experiments in literature and art of the late twentieth and early twenty-first centuries.

393, 394. American Foundations I, II. (3h, 3h) Interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lectures, discussions and field trips, including a tour of New York City museums. Term project in American Art. Also listed as ART 331, HST 349, and MUS 307. English majors enrolled in HON 393, 394 may receive credit for ENG 302 so long as the term project is in American literature. *Offered at Reynolda House in summer only.*

International Development and Policy

(Interdisciplinary Minor)

Director Zachary T. Smith Associate Professor of Economics Sylvain H. Boko

The minor in international development and policy emphasizes the study of the major contending theories and approaches to international development and their relationship to development-related policies in both rich and poor nations. The minor enables students to acquire critical skills of evaluation of the decisions and actions of the major multilateral institutions and their impacts on developing countries' policy choices. Students interested in understanding world issues such as poverty, debt, the environment, women in development, hunger, and conflict stand to benefit from this minor. The minor consists of fifteen credits. The required courses are IDP 150, ECN 201, 258, and 271, yielding nine credits. The remaining six credits are received from an approved list of elective courses.

Required Courses: *Please note the prerequisites for each course.*

IDP 150. Introduction to International Development. (3h) Evaluation of the major contending theories of international development. The role of major multilateral institutions in policy choices. Critical analysis of current international development issues such as poverty reduction, debt, sustainability, women in development, population growth, hunger, and health and education. *Fall.* P—ECN 150.

ECN 201. Economic Data Analysis. (1.5 h)—See catalog description. P—ECN 150.

ECN 258. Economic Growth and Development. (3h) See catalog description. P—ECN 205 or POI.

ECN 271. Selected Areas in Economics. (1.5h) Study tour of the World Bank. P—POI.

Elective courses: Take 6 hours from the following elective courses. Students should contact the director for the most current list of courses that count toward the minor.

ANT 301. Free Trade, Fair Trade: Independent Entrepreneurships in the Global Market. (3h)

- ANT (cont.) 334. Peoples and Cultures of South Asia. (3h)
 337. Economic Anthropology. (3h)
 342. Development Wars: Applied Anthropology. (3h)
 383, 384. Field Program in Cultural Anthropology. (3h)
- BUS 215. Seminar in Comparative Management. (1.5h, 3h)
 222. Global Marketing Strategy. (3h)
 234. International Finance. (3h)
 290. International Business Study Tour. (3h)
- ECN 251. International Trade. (3h)
 252. International Finance. (3h)
 253. Economies in Transition. (3h)
 254. Current Issues in African Development. (3h)
Summer study abroad in Benin.
- HMN 2248. Cross-cultural Encounters in Morocco. (3h) *Study abroad in Fez.*
- INS 260. Introduction to Global Trade and Commerce Studies. (3h)
- LAS 210. Introduction to Latin-American Studies. (3h)
- POL 238. Comparative Economic Development and Political Change. (3h)
 246. Politics and Policies in South Asia. (3h)
 253. International Political Economy. (3h)
 255. Group Identity in International Relations. (3h)
 262. International Organizations. (3h)
 264. Moral Dilemmas in International Politics. (3h)
- SOC 363. Global Capitalism. (3h)

International Studies (INS)

(Interdisciplinary Minor)

Coordinator Associate Professor of Political Science Pia Christina Wood

The minor in international studies consists of a total of fifteen hours which must include INS 250. Seminar in International Studies and twelve additional hours from approved international courses. Of the twelve additional hours, students must take two courses from each of the two categories: Global Thematic Studies and Regional Studies. No more than six of the fifteen hours for the minor may be taken from a single discipline. It is strongly recommended that INS 250 be taken in either the fall or spring semester of the senior year, but it must follow completion of the other aforementioned requirements.

1. Global Thematic Studies: Two courses preferably selected from a single category.

- a. cultural studies
- b. socio-economic studies
- c. geopolitical studies

2. Regional Studies: Two courses, preferably selected from a single region.

- a. Africa
- b. Asia
- c. Europe
- d. Latin America
- e. Middle East

The international studies minor is designed to prepare students to operate in an increasingly globalized world whose defining traits are a myriad of transnational challenges and opportunities. The minor exposes students to a variety of transregional themes and subjects on one hand and particular knowledge of specific regions on the other. Study of a foreign language beyond the basic requirements is strongly recommended, as is study abroad. For more information contact the Center for International Studies.

The current list of approved courses is available in the Center for International Studies and on its Web site. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

140. United Nations/Model United Nations. (1.5h) Exploration of the history, structure, and functions of the United Nations including current economic, social, and political issues. In-depth analysis of one country in the UN and attendance at the Model UN Conference. May be taken twice for credit. Pass/Fail only.

260. Introduction to Global Trade and Commerce Studies. (3h) Provides foundational knowledge in global trade and commerce. Focuses on understanding the global environment and the variety of issues associated with global trade and commerce.

228. Individual Study. (1h, 2h, 3h) Intensive research leading to the completion of an individual project conducted under the supervision of a faculty member. Students are responsible for initiating the project and securing permission of an appropriate faculty member. P—POI.

229. Internship in International Studies. (1h, 2h, 3h) Field work directly related to international issues in a public or private setting under the supervision of a faculty member. Related readings and an analytical paper are minimum requirements. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—POI.

250. Seminar in International Studies. (3h) Applies theoretical assumptions and methods to the analysis of international issues of contemporary relevance. (CD)

349. Japanese and American Culture: Cross-Cultural Communication. (3h) Exploration of communication differences between the Japanese and the Americans. Japanese and American values, behavior, and beliefs are compared in determining effective methods for cross-cultural communication. Emphasis is on examining factors leading to miscommunication and the development of techniques for overcoming cultural barriers. Credit not given for both INS 349 and COM 351A. Also listed as COM 351A. (CD)

363. Global Capitalism. (3h) Analysis of changing patterns of industrial organization, market, and labor relations, and institutional frameworks that have resulted from the growth of an integrated global capitalist economy. Also listed as SOC 363.

The following course does not count for the minor but is designed to ensure that students who study overseas receive sufficient credit to make satisfactory progress toward graduation: INS 101.

101. Overseas Study. (1-3h) Directed reading and/or field work as part of an approved overseas program under the supervision of the program coordinator or the Center for International Studies. The keeping of a journal and submission of an end of program evaluation are required. P—POI.

Global Thematic Studies

Two courses (preferably selected from a single category). Categories include cultural studies (religion, music, and literature), socio-economic studies, and geopolitical studies.

Cultural Studies

- ANT 330. Seeing World Cultures. (3h)
- 336. Myth, Ritual, and Symbolism. (3h)
- 355. Language and Culture. (3h)
- 383, 384. Field Program in Cultural Anthropology. (3h)
- ART 260. Classics of World Cinema. (3h)
- 299. International Studies in Art. (3h)
- COM 350. Intercultural Communication. (3h)
- 351. Comparative Communication. (1.5h, 3h)
- 354. International Communication. (3h)
- ENG 358. Postcolonial Literature. (3h)
- 359. Studies in Postcolonial Literature. (3h)
- HMN 266. Perceptions of Islam. (3h)
- 290. Innovation and Inclusivity. (3h)
- 332. Humanities Perspectives on Contemporary Indigenous Cultures (3h)
- INS 349. Japanese and American Culture: Cross-Cultural Communication. (3h)
- MUS 209. Music of World Cultures. (3h)
- PSY 357. Cross-Cultural Psychology. (3h)
- REL 273. World Religions in Dialogue. (3h)
- 346. Pentecostalism in Global Perspective. (3h)
- 347. The Emerging Church in the Two-Thirds World. (3h)
- 360. World Religions. (3h)
- 361. The Buddhist World of Thought and Practice. (3h)
- 362. Islam. (3h)
- 381. Zen Buddhism. (3h)
- SPN 352. Contemporary Theatre in Spain and Spanish America. (3h)
- 364. Transgressing Borders: Identity in Latin America and U.S. Latino Cultures. (3h)
- THE 374. Contemporary World Drama. (3h)

Socio-economic Studies

- ANT 337. Economic Anthropology. (3h)
- BUS 215. Seminar in Comparative Management. (3h)
- 222. Global Marketing Strategy. (3h)
- 234. International Finance. (3h)
- 290. International Business Study Tour. (3h)
- ECN 251. International Trade. (3h)
- 252. International Finance. (3h)
- 253. Economies in Transition. (3h)
- 258. Economic Growth and Development. (3h)
- HST 350. Global Economic History. (3h)
- INS 363. Global Capitalism. (3h)
- POL 239. State, Economy, and International Competitiveness. (3h)
- SOC 363. Global Capitalism. (3h)

Geopolitical Studies

- EDU 271. Geography: The Human Environment. (3h)
- HST 369. Modern Military History. (3h)
- POL 237. Comparative Public Policy in Selected Industrialized Democracies. (3h)
- 238. Comparative Economic Development and Political Change. (3h)
- 245. Ethnonationalism. (3h)
- 247. Islam and Politics. (3h)
- 253. International Political Economy. (3h)
- 255. Group Identity in International Relations. (3h)
- 256. International Security. (3h)
- 261. International Law. (3h)
- 262. International Organizations. (3h)
- 264. Moral Dilemmas in International Politics. (3h)

Regional Studies

Two courses preferably selected from a single region. Regions include Africa, Asia, Europe, Latin America, and the Middle East.

Africa

- ECN 254. Current Issues in African Development. (3h)
- HST 272. Introduction to African History. (3h)
- HMN 2248. Cross-cultural Encounters in Morocco. (3h)
- 353. African and Caribbean Women Writers. (3h)
- POL 242. Topics in Comparative Politics. (3h)
- 252. Topics in International Politics. (1h or 3h)
- REL 339. Religion, Society, and Power in Africa. (3h)

Asia

- ANT 334. Peoples and Cultures of South Asia. (3h)
- CHI 350. Chinese Modern Literature Survey. (3h)
- EAL 170. Understanding Japan. (3h)
- 175. Japanese Culture: Insight and Outreach. (3h)
- 300. Independent Research in East Asian Studies. (1h, 2h, 3h)
- EAS 311. Special Topics in Asian Studies. (1-3h)
- 381. Independent Research in Asian Studies. (1-3h)
- HST 244. Imperial China. (3h)
- 245. Modern China. (3h)
- 247. Japan since 1800. (3h)
- 249. Introduction to East Asia. (3h)
- 347. Japan since World War II. (3h)
- HMN 170. Understanding Japan. (3h)
- 252. Introduction to Chinese Film. (3h)
- 2561. Beijing: A Study of Chinese Religion and Politics. (3h)
- 267. China, Character, and Columbine. (3h)
- JPN 350. Japanese Modern Literature Survey I. (3h)
- PHI 350. The Main Streams of Chinese Philosophy and Religion. (3h)
- POL 246. Politics and Policies in South Asia. (3h)
- 248. Chinese Politics. (3h)

- REL 363. The Religions of Japan. (3h)
- 380. The Main Streams of Chinese Philosophy and Religion. (3h)
- 382. Religion and Culture in China. (3h)

Europe

- ART 2029. Spanish Art & Architecture. (3h)
- 2712. Studies in French Art (3h)
- ECN 2719. Economics of the European Community. (3h)
- ENG 362. Irish Literature in the Twentieth Century. (3h)
- 368. Studies in Irish Literature. (3h)
- FRH 360. Cinema and Society. (3h)
- 363. Trends in French and Francophone Poetry. (3h)
- 364. French and Francophone Prose Fiction. (3h)
- 365. French and Francophone Drama. (3h)
- GER 320. German Culture and Civilization I. (3h)
- 321. German Culture and Civilization II. (3h)
- 331. Weimar Germany. (3h)
- 349. German Literature Before 1700. (3h)
- 381. German Literature from the Enlightenment through Romanticism. (3h)
- 383. German Literature from Poetic Realism through Naturalism. (3h)
- 385. German Literature of the Modern Age. (3h)
- 3507. Fin de Siècle Vienna. (3h)
- HST 218. France since 1815. (3h)
- 224. Great Britain. (3h)
- 2253. History of Venice. (3h)
- 231. Russia and the Soviet Union: 1865 to the Present. (3h)
- 314. European Economic and Social History, 1750-1990. (3h)
- 318. Weimar Germany. (3h)
- 328. History of the English Common Law. (3h)
- 333. European Diplomacy, 1848-1914. (3h)
- HMN 2287. Viennese Culture from 1860 to 1914. (3h)
- 230. Women Writers in Contemporary Italy. (3h)
- 235. After Auschwitz: Holocaust Literature, Art & Theology. (3h)
- 382. Italian Cinema and Society. (3h)
- 383. Italian Fascism in Novels and Films. (3h)
- ITA 324. Italian Regional Cultures. (3h)
- 325. Italian Neorealism in Film and Novels. (3h)
- 326. Comedy in Italian Cinema. (3h)
- 327. Modern Italian Cinema. (3h)
- POL 231. Western European Politics. (3h)
- 232. Politics in Russia and Eastern Europe. (3h)
- 233. The Politics of Modern Germany. (3h)
- 234. United Kingdom Politics in a Global Age (3h)
- 235. European Integration. (3h)
- 2029. Political Structures of Present-Day Spain. (3h)
- RUS 210. The Russians and Their World. (3h)
- 341. Russian Masterworks in Translation. (3h)

- SPN 334. Voices of Modern Spain. (3h)
 339. Introduction to Spanish Film Studies. (3h)

Latin America

- ANT 313. Tradition, Continuity, and Struggle: Mexico and Central America. (3h)
 2029. Anthropology and Folklore. (3h)
 BUS 2229. Global Marketing Strategy. (3h)
 2919. Global Business Studies: Spain and Latin America. (3h)
 EDU 3739. Comparative and International Education. (3h)
 HST 273. History of Mexico. (3h)
 275. Modern Latin America. (3h)
 284. Latin America's Colonial Past. (3h)
 374. Protest and Rebellion in Latin America. (3h)
 383. Revolution and Culture in Latin America. (3h)
 LAS 310. Special Topics in Latin-American Studies. (3h)
 398. Individual Study. (3h)
 MUS 210. Survey of Latin-American Music. (3h)
 POL 236. Government and Politics in Latin America. (3h)
 257. Interamerican Relations. (3h)
 SPN 352. Contemporary Theatre in Spain and Spanish America. (3h)
 361. Cultural and Literary Identity in Latin America:
 From Colonial to Postcolonial Voices. (3h)
 362. Romantic Nationalism, Avant-garde Nihilism, and the
 Deconstruction of Utopia. (3h)
 363. Imagined "White" Nations: Race and Color in Latin America. (3h)
 366. Latin-American Cinema and Ideology. (3h)

Middle East

- HST 243. The Middle East since 1500. (3h)
 POL 247. Islam and Politics. (3h)
 259. The Arab-Israeli Conflict. (3h)
 REL 210. Jerusalem in History and Tradition. (3h)
 313. Near Eastern Archaeology. (3h)

Italian Studies

(Foreign Area Study)

Coordinator Professor of Romance Languages Antonio Vitti

A semester in Venice or another approved course of study in Italy (or summer program at Middlebury, Vermont) is required. Students must take either ITA 212 or 213 plus three courses from the following groups, at least one each from Groups II and III.

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

I. Literature

- CLA 264. Greek and Roman Comedy. (3h)
- COM 370. Special Topics. (3h) (when topic is Three Italian Masters)
- HMN 213. Studies in European Literature. (3h)
 - (appropriate topics and approval)
- 214. Contemporary Fiction. (3h)
 - (appropriate topics and approval)
- 216. Romance Literature. (3h)
- 217. European Drama. (3h) (appropriate topics and approval)
- 230. Women Writers in Contemporary Italy. (3h)
- 361, 362. Dante I and II. (1.5h, 1.5h)
- ITA 212. Language and Cultures of Italy and Italian in the World. (3h)
- 215. Introduction to Italian Literature II. (3h)
 - (or any Italian course above 215) First Year Seminar
- 325. Italian Neorealism in Films and Novels. (3h)
- 326. Comedy in Italian Cinema. (3h)
- 327. Modern Italian Cinema. (3h)
- 330. Cinematic Adaptation and Literary Inspiration. (3h)

II. Fine Arts

- ART 245. Roman Art. (3h)
- 268. High Renaissance and Mannerist Art. (3h)
- 2693. Venetian Renaissance Art. (3h) (offered in Venice)
- 396K. Art History Seminar. (3h) (when topic is Three Italian Masters.)
- HMN 382. Italian Cinema and Society. (3h)
- 383. Italian Fascism in Novels and Films. (3h)
- MUS 181. Music History I. (3h)
- 182. Music History II. (3h)
- 220. Seminar in Music History. (3h)

III. History and the Social Sciences

- HST 222. The Renaissance and Reformation. (3h)
- 2253. History of Venice. (3h) (offered in Venice)
- 2263. Venetian Society and Culture. (3h) (offered in Venice)
- 398. Individual Study. (1-3h) (if directed toward Italy)

Students may also take appropriate courses in anthropology, economics, political science, psychology, religion, and sociology in the Venice program, and appropriate individual study topics in these departments. To graduate with a Certificate in Italian Studies, students must contact the registrar's office during the spring semester of the senior year to request that a transcript copy be sent to the Department of Romance Languages for approval.

Journalism (JOU)

(Minor)

Coordinator Associate Professor of Journalism Wayne King

Lecturers Justin Catanoso, Michael Horn

Visiting Instructor Mary Martin Niepold

The minor in journalism consists of fifteen hours, including JOU 270, 276, and either 272 or 280. In addition to the required fifteen hours, minors in journalism are strongly advised to take ECN 150 and 221. The remaining courses must be selected from among the following. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

Journalism Courses

270. Introduction to Journalism. (3h) Fundamentals of news writing, news judgment, and news gathering, including computer-assisted reporting and research. Intensive in-class writing.

272. Editing. (3h) Laboratory course in copyediting, headline writing, typography, and make-up; practice on video display terminal. P—JOU 270.

273. Writing for Radio-TV-Film. (3h) Introduction to writing for radio, television, and film. Emphasis is on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analyses, commentaries, and editorials).

274. Media Production: Studio. (3h) Introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory.

275. Introduction to Mass Communication. (3h) Historical survey of mass media and an examination of major contemporary media issues. Also listed as COM 245.

276. Advanced Journalism. (3h) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—JOU 270 or POL.

277. Politics and the Mass Media. (3h) Exploration of the relationship between the political system and the mass media. Two broad concerns are the regulation of the mass media and the impact of media on political processes and events. Also listed as POL 217.

278. History of Journalism. (3h) Study of the development of American journalism and its English origins, with attention to broad principles of mass communication from its beginnings through the Internet.

280. Journalism, Ethics, and Law. (3h) Explores ethical problems confronting journalists, including such things as the public's right to know, invasion of privacy, censorship, coverage of politics and elections, objectivity, and race, gender, and bias in news reporting, against a background of laws pertaining to areas such as libel and national security.

282. Advanced Reporting. (3h) Explores and practices the methods and resources used by professional journalists to cover specialty beats and produce in-depth news and feature stories. Emphasis is placed on source development, story identification, public records research, and interviewing techniques. P—JOU 270 or POL.

283. Introduction to Professional Writing. (3h) A hands-on course in writing across a number of disciplines—Web site copy, brochures, public relations, corporate statements, and marketing proposals. The course partners with a local nonprofit organization for the length of the semester and provides writing solutions, including Web site copy, for that organization. Local experts visit to address specific skills. Also listed as ESE 203. P—JOU 270.

284. Advanced Expository Writing. (3h) Training and practice in writing expository prose at a level appropriate for publication in various print media, primarily magazines. Also listed as ENG 399. P—JOU 270 or POI.

286. Writing for Public Relations and Advertising. (1.5h, 3h) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Also listed as COM 117. P—POI.

298. Internship. (1.5h) Assists students in gaining practical experience in news-related enterprises, under faculty supervision.

299. Individual Study. (1.5h-3h) Independent study with faculty guidance. By prearrangement.

Electives for Journalism

ACC 111. Introductory Financial Accounting. (3h)

COM 245. Introduction to Mass Communication. (3h)

ECN 150. Introduction to Economics. (3h)

221. Public Finance. (3h)

JOU 272. or 280. Editing. (3h) or Journalism, Ethics, and Law. (3h)
(whichever was not chosen as a required course)

278. History of Journalism. (3h)

282. Advanced Reporting. (3h)

283. Introduction to Professional Writing. (3h)

284. Writing for Publication. (3h)

286. Writing for Public Relations and Advertising. (3h)

POL 217. Politics and the Mass Media. (3h)

Languages Across the Curriculum (LAC)

Coordinator Charles E. Taylor Professor of Romance Languages Candelas Gala

Languages Across the Curriculum (LAC) is a strategy to integrate foreign language use throughout the curriculum. It facilitates the collaboration of faculty by bridging disciplinary boundaries, and it promotes the internationalization of course offerings. LAC encourages multicultural understanding and an appreciation of the place of different disciplines in a global context. It recognizes the importance of multilingualism in today's society. Faculty and students learn how a discipline they have first studied in their native English is approached by different cultures and different linguistic codes.

Faculty members determine the most appropriate LAC model and level for their courses. For more information about the various models for LAC implementation, visit www.wfu.edu/academics/romancelanguages/related/lac.htm.

Latin-American Studies (LAS)

(Interdisciplinary Minor)

Director Reynolds Professor Luis Roniger

Associate Professor of Romance Languages Mary Friedman

Associate Professor of Political Science Peter Siavelis

The minor in Latin-American studies provides an opportunity for students to undertake a multidisciplinary study of the history, geography, economics, politics, and culture of Latin America and the Caribbean. It consists of a total of fifteen hours; three of these (but no more) may also count toward the student's major. Candidates for the minor are required to take LAS 210, Introduction to Latin-American Studies, and choose electives amounting to twelve hours of coursework on Latin America. No more than six of these twelve hours may be in a single discipline.

Candidates should demonstrate proficiency in Spanish or Portuguese either by completing Spanish courses through the 213 level or by undergoing an oral proficiency interview with a member of the faculty of the Department of Romance Languages.

Five-Year BA/MA Degree Program Option. Students who choose to minor in Latin-American studies have the opportunity to pursue a joint BA/MA program in conjunction with the Center for Latin-American Studies at Georgetown University in Washington, DC. This program allows outstanding students interested in Latin America to begin work toward an interdisciplinary master's degree in Latin-American studies while still undergraduates at Wake Forest, and to complete both degrees within a five-year period. The bachelor of arts degree is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Interested students should contact the director of Latin-American studies or the five-year degree program coordinator.

210. Introduction to Latin-American Studies. (3h) Introduction to the historical, economic, cultural, and social issues that shape Latin America. Also listed as ANT 210. (CD)

220C. Afro-Cuban Cultural Expressions. (3h) Also listed as SPN 371C. Offered in Havana. (CD)

310. Special Topics in Latin-American Studies. (3h) Selected topics in Latin-American studies; topics vary from year to year.

398. Individual Study. (3h) Reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a faculty member in the Latin-American studies minor. P—POI.

Students may choose from the following list of electives when designing their minor. See the relevant department listings for course descriptions. Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. Visit www.wfu.edu/las for current offerings.

Electives for Latin-American Studies

- ANT 313. Tradition, Continuity and Struggle: Mexico and Central America. (3h)
- 383, 384. Field Research in Cultural Anthropology. (3h, 3h)
- 385, 386. Special Problems Seminar. (3h, 3h) *if related to Latin America*
- BIO 349S. Tropical Biodiversity. (4h)

- ECN 251. International Trade. (3h)
 252. International Finance. (3h) (if related to Latin America)
 258. Economic Growth and Development. (3h)
- HST 273. History of Mexico. (3h)
 275. Modern Latin America. (3h)
 311. Special Topics in History. (3h) (if related to Latin America)
 374. Protest and Rebellion in Latin America. (3h)
- MUS 210. Survey of Latin-American Music. (3h)
- POL 236. Government and Politics in Latin America. (3h)
 240. Human Rights in Latin America. (3h)
 242. Topics in Comparative Politics. (3h) (if related to Latin America)
 257. Interamerican Relations. (3h)
 290. Senior Seminar in Political Science. (4h) (if related to Latin America.)
Suggested to LAS minors who major in political science.
- PTG 113. Intensive Elementary Portuguese. (4h)
- SPN 318. Literary and Cultural Studies of Spanish America. (3h)
 319. Grammar and Composition. (4h)
 319L. Grammar and Composition for Heritage Speakers of Spanish. (4h)
 323. Advanced Grammar and Composition. (3h)
 351. Transatlantic Renaissance. (3h)
 360. Colonial Spanish America. (3h)
 361. Cultural and Literary Identity in Latin America: From Colonial
 to Postcolonial Voices. (3h)
 362. Romantic Nationalism, Avant-garde Nihilism,
 and the Deconstruction of Utopia. (3h)
 363. Imagined "White" Nations: Race and Color in Latin America. (3h)
 364. Transgressing Borders: Identity in Latin American
 and U.S. Latino Cultures. (3h)
 365. Twentieth-Century Spanish-American Theatre. (3h)
 366. Latin-American Cinema and Ideology. (3h)
 367. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (3h)
 368. Spanish-American Short Story. (3h)
 369. Spanish-American Novel. (3h)
 370C. Cuban Literature. (3h)
 371C. Afro-Cuban Cultural Expressions. (3h)
 372. Spanish-American Theatre: From Page to Stage. (3h)
 379. Special Topics in Spanish American Literature and Culture. (3h).
 387. Introduction to Spanish for Business. (3h)

Linguistics (LIN)

(Interdisciplinary Minor)

Coordinator Professor of Romance Languages (Spanish) M. Stanley Whitley

The interdisciplinary minor in linguistics requires LIN 150, Introduction to Linguistics, and twelve additional hours. Students minoring in linguistics are strongly encouraged to study foreign languages, achieving proficiency in at least one, and social and behavioral sciences. The minor may be usefully combined with a major in a foreign language, English, anthropology (or other social science), philosophy, or communication.

The twelve hours in addition to LIN 150 may be chosen from the following three groups: linguistics courses, historical linguistics, and related topics. It is strongly recommended that at least one course be from historical linguistics.

Students intending to minor in linguistics should consult the coordinator of linguistics in the Department of Romance Languages, preferably during their sophomore year. Students may choose from the approved list of electives when designing their minor. For course descriptions, see the relevant department's listings in this publication. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all elective courses that fulfill the minor.

Linguistics Courses

150. Introduction to Linguistics. (3h) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; and social issues of language use. Also listed as ANT 150. (CD)

301. Semantics and Language in Communication. (3h) Study of how meaning is created by sign processes. Topics studied include language theory, semiotics, speech act theory, and pragmatics. Also listed as COM 301.

310. Sociolinguistics and Dialectology. (3h) Study of variation in language: effects of regional background, social class, ethnic group, gender, and setting; social attitudes toward language; outcomes of linguistic conflicts in the community; evolution of research methods for investigating language differences and the diffusion of change. P—LIN 150 or POI.

330. Introduction to Psycholinguistics and Language Acquisition. (3h) Psychological and linguistic study of the mental processes underlying the acquisition and use of language; how children acquire the structure of language and how adults make use of linguistic systems.

333. Language and Gender. (3h) Uses an anthropological perspective to examine relationships between language structure, language use, persons, and social categories. Also listed as ANT 333.

337. TESOL Linguistics. (3h) An introduction to the theoretical and practical linguistics resources and skills for teaching English to speakers of other languages (TESOL) within the United States or abroad. Also listed as EDU 337. P—LIN 150 or ENG 304; knowledge of a second language is recommended.

340. Topics in Linguistics. (3h) Interdisciplinary study of selected topics, such as morphology, phonology/phonetics, syntax, historical linguistics, history of linguistic theory, semiotics, and ethnolinguistics, issues in Asian linguistics, language and gender. May be repeated for credit if topic varies. P—LIN 150 or POI.

351. Comparative Communication. (1.5h, 3h) Comparison of communicative and linguistic processes in one or more national cultures with those of the United States. Also listed as COM 351. (CD)

351A *Japan (CD)*

351D *Multiple Countries (CD)*

351B *Russia (CD)*

351E *China (CD)*

351C *Great Britain (CD)*

375. Philosophy of Language. (3h) Study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantic paradoxes, and the differences between languages and other sorts of sign systems. Also listed as PHI 375. P—POI.

383. Language Engineering: Localization & Terminology. (3h) Introduction to the process of making a product linguistically and culturally appropriate to the target locale, and to computer-assisted terminology management. Surveys applications in translation technology. Taught in English. P—POI.

398, 399. Individual Study. (1-3h, 1-3h) Designed to meet the needs of selected students, to be carried out under the supervision of a faculty member in the linguistics minor program. P—LIN 150 and POI.

SIL 101, 102. Self Instructional Language. (3h, 3h) Students wishing to learn a language not offered at Wake Forest may arrange to study the language in consultation with a native speaker. Does not count toward the linguistics minor without approval from the coordinator. P—POI.

Electives for Linguistics

Historical Linguistics

ENG 304. History of the English Language. (3h)

RUS 332. The History of the Russian Language. (3h)

SPN 321. The Rise of Spanish. (3h)

Related Topics

ANT 355. Language and Culture. (3h)

ENG 390. The Structure of English. (3h)

FRH 322. French Phonetics. (3h)

RUS 330. The Structure of Russian. (3h)

SPN 322. Spanish Pronunciation and Dialect Variation. (3h)

324. Contrastive Spanish/English Grammar and Stylistics. (3h)

Mathematics (MTH)

Chair Stephen B. Robinson

Reynolds Professor Robert J. Plemmons

Professors Edward E. Allen, Richard D. Carmichael, Fredric T. Howard, Ellen E. Kirkman, James Kuzmanovich, J. Gaylord May, James L. Norris III, Stephen B. Robinson

Sterge Faculty Fellow and Associate Professor Miaohua Jiang

Associate Professors Kenneth S. Berenhaut, Hugh N. Howards

Sterge Faculty Fellows and Assistant Professors Sarah Raynor, Gregory Warrington

Assistant Professor R. Jason Parsley

Visiting Assistant Professors Carla D. Cotwright, Christopher Dometrius

Instructors Janice Blackburn, Jule M. Connolly, David C. Wilson

Adjunct Instructor Cynthia K. Suerken

A **major in mathematics** can be achieved by satisfying the requirements listed for either the bachelor of arts or bachelor of science. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division V requirements.

The **bachelor of arts in mathematics** requires MTH 112, 113, 121, 211 or 311, and 321 with at least five additional three-hour courses numbered higher than 109 (excluding 381), at least two of which must be numbered above 300.

The **bachelor of arts in mathematics with a concentration in statistics** requires MTH 112, 113, 121, 211 or 311, 321, 357, 358, 359, and either 256 or both 109 and another three-hour course numbered 200 or above (excluding 381).

The **bachelor of science in mathematics** requires MTH 112, 113, 121, 311, 321, 391, and 392 with at least six additional three-hour courses numbered higher than 109 (excluding 381), at least three of which must be numbered above 300.

The **bachelor of science in mathematics with a concentration in statistics** requires MTH 112, 113, 121, 311, 321, 357, 358, 359, 391, 392; one additional three-hour course numbered 300 or above (excluding 381); and 256 or both 109 and another three-hour course numbered 200 or above (excluding 381). Additionally, the research and paper prepared for 391 and 392 must be on a topic related to statistics.

A **minor in mathematics** requires MTH 112, either 113 or 121, and four other courses of at least three hours each numbered higher than MTH 105, two of which must be numbered above 200. Credit is allowed for either MTH 107 or 109, but not both. Neither MTH 301, 302, 303, or 304 can count as a course for this minor, but any pair may be so counted. Credit is not allowed for both MTH 113 and 301; for both MTH 121 and 302; or for both MTH 303 and 317.

A **minor in statistics** requires five courses chosen from MTH 109, 117, 121, 211, 311, 256, 357, 358, or 359; ANT 380; BIO 380; BUS 201, 202; ECN 215; HES 262, 360; PSY 311, 312; SOC 371, 372; at least two of which must be chosen from MTH 357, 358, 359. Additionally, no more than one course can be chosen from ANT 380; BIO 380; BUS 201; HES 262; MTH 109; PSY 311; or SOC 371 to satisfy this minor.

A minimum grade point average of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers. Students may not earn both a major and a minor in the department.

The department regularly schedules activities in mathematics for students that enhance the course offerings. Examples are participation in the annual Putnam examination and the COMAP contest in mathematical modeling; meetings of the mathematics club; seminars and courses which build upon the regularly scheduled course offerings; and student research with faculty.

The Bachelor of Science Degree in Mathematical Economics. The Department of Mathematics and the Department of Economics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: MTH 112, 113, 121, 254, 255; ECN 150, 205, 207, 210, 211, 215, 218; and three additional (3h) courses chosen with the approval of the program advisers. Students selecting the joint major must receive permission from both the Department of Mathematics and the Department of Economics.

The Bachelor of Science Degree in Mathematical Business. The Department of Mathematics and the Wayne Calloway School of Business and Accountancy offer a joint major leading to a bachelor of science degree in mathematical business. This interdisciplinary program, consisting of no more than forty-eight hours, prepares students for careers in business with a strong background in mathematics. The major has the following course requirements: MTH 253, 256, 301 (or 113), 302 (or 121), 353; ACC 221; BUS 211, 221, 231, 241, 251, 261, 292; and a minimum of two additional (3h) courses chosen from among mathematics and business, not both courses chosen from business, with the mathematics courses being chosen from three-hour courses at the 300 level or higher, excluding 381. The following courses are prerequisites for admission into this major: MTH 112, ACC 111, BUS 100, and ECN 150. CSC 111, 112, and MTH 251 are strongly recommended electives. Students electing this joint major must receive permission from both the Department of Mathematics and the Wayne Calloway School of Business and Accountancy. To graduate from Wake Forest University with a major in mathematical business, the student must satisfy the requirements for graduation of both the Department of Mathematics and the Wayne Calloway School of Business and Accountancy. Refer to the description in this bulletin for the admission, continuation, and graduation requirements of the Calloway School.

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics or the joint majors. To be graduated with the designation "Honors in Mathematics," "Honors in Mathematical Business," or "Honors in Mathematical Economics," students must satisfactorily complete a senior research paper. To graduate with "Honors in Mathematics" or "Honors in Mathematical Business," majors must have a minimum grade point average of 3.5 in the major and 3.0 in all college coursework. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest may not take courses in mathematics at other institutions to satisfy divisional requirements.

105. Fundamentals of Algebra and Trigonometry. (1.5h, 2.5h, or 3h) Review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major or minor in mathematics.

- 107. Explorations in Mathematics.** (4h) Introduction to mathematical reasoning and problem solving. Topics vary by instructor and may include one or more of the following: knot theory, Euclidean and non-Euclidean geometry, set theory, cryptography, discrete models, number theory, discrete mathematics, chaos theory, probability, and MAPLE programming. (D, QR)
- 109. Elementary Probability and Statistics.** (4h) Probability and distribution functions, means and variances, and sampling distributions. (D, QR)
- 111. Calculus with Analytic Geometry I.** (4h) Functions, trigonometric functions, limits, continuity, differentiation, applications of derivatives, introduction to integration, the fundamental theorem of calculus. (D, QR)
- 112. Calculus with Analytic Geometry II.** (4h) Techniques of integration, indeterminate forms, improper integrals, transcendental functions, sequences, Taylor's formula, and infinite series, including power series. (D, QR)
- 113. Multivariable Calculus.** (4h) The calculus of vector functions, including geometry of Euclidean space, differentiation, extrema, line integrals, multiple integrals, and Green's, Stokes', and divergence theorems. Credit not allowed for both 113 and 301. (D, QR)
- 117. Discrete Mathematics.** (4h) Introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics. (D, QR)
- 121. Linear Algebra I.** (3h) Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues, and eigenvectors. Credit not allowed for both 121 and 302. (D, QR)
- 165. Problem-Solving Seminar.** (1h) Weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit. Pass/Fail only.
- 211. Advanced Calculus.** (3h) Rigorous proof-oriented development of important ideas in calculus. Limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals. Credit not allowed for both 211 and 311. (D)
- 243. Codes and Cryptography.** (3h) Essential concepts in coding theory and cryptography. Congruences, cryptosystems, public key, Huffman codes, information theory, and other coding methods. (D)
- 251. Ordinary Differential Equations.** (3h) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—MTH 112. (D, QR)
- 253. Operations Research.** (3h) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—MTH 111. (D, QR)
- 254. Optimization Theory.** (1.5h) Unconstrained and constrained optimization problems; Lagrange multiplier methods; sufficient conditions involving bordered Hessians; inequality constraints; Kuhn-Tucker conditions; applications primarily to problems in economics. P—MTH 113 and 121.
- 255. Dynamical Systems.** (1.5h) Introduction to optimal control, including the Pontryagin maximum principle, and systems of nonlinear differential equations, particularly phase space

methods. Applications to problems in economics, including optimal management of renewable resources. P—MTH 113 and 121.

256. Statistical Methods. (3h) Study of statistical methods that have proved useful in many different disciplines. These methods include tests of model assumptions, regression, general linear models, nonparametric alternatives, and analysis of data collected over time. Knowledge of matrix algebra is desirable but not necessary. (D, QR)

301. Vector Analysis. (1.5h) Vector functions, partial derivatives, line and multiple integrals, Green's theorem, Stokes' theorem, divergence theorem. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both 113 and 301. P—MTH 112.

302. Matrix Algebra. (1.5h) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both 121 and 302.

303. Complex Variables. (1.5h) Topics in analytic function theory, Cauchy's theorem, Taylor and Laurent series, residues. Not to be counted toward any major offered by the department. Credit not allowed for both 303 and 317. P—MTH 112.

304. Applied Partial Differential Equations. (1.5h) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations with the related study of special functions and Fourier series. Not to be counted toward any major offered by the department. P—MTH 251.

311, 312. Introductory Real Analysis I, II. (3h, 3h) Limits and continuity in metric spaces, sequences and series, differentiation and Riemann-Stieltjes integration, uniform convergence, power series and Fourier series, differentiation of vector functions, implicit and inverse function theorems. Credit not allowed for both 211 and 311. (D)

317. Complex Analysis I. (3h) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both 303 and 317. P—MTH 113. (D)

321. Modern Algebra I. (3h) Introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—MTH 121. (D)

322. Modern Algebra II. (3h) Continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P—MTH 321. (D)

324. Linear Algebra II. (3h) Thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P—MTH 121 and 321. (D)

326. Numerical Linear Algebra. (3h) Numerical methods for solving matrix and related problems in science and engineering. Topics include systems of linear equations, least squares methods, and eigenvalue computations. Emphasis given to parallel matrix computations. Beginning knowledge of a programming language, such as Pascal, FORTRAN, or C, is required. Credit not allowed for both 326 and CSC 352. P—MTH 112 and MTH 121 or 302. (D)

331. Geometry. (3h) Introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries. (D)

334. Differential Geometry. (3h) Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P—MTH 113. (D)

345, 346. Elementary Theory of Numbers I, II. (3h, 3h) Properties of integers, including congruences, primitive roots, quadratic residues, perfect numbers, Pythagorean triples, sums of squares, continued fractions, Fermat's Last Theorem, and the Prime Number Theorem. (D)

347. Graph Theory. (3h) Paths, circuits, trees, planar graphs, spanning trees, graph coloring, perfect graphs, Ramsey theory, directed graphs, enumeration of graphs, and graph theoretic algorithms. (D)

348, 349. Combinatorial Analysis I, II. (3h, 3h) Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions. (D)

352. Partial Differential Equations. (3h) Detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P—MTH 113 and 251. (D)

353. Mathematical Models. (3h) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences. (D)

355. Introduction to Numerical Methods. (3h) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language such as MATLAB, C, or FORTRAN. Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both MTH 355 and CSC 355. P—MTH 112, MTH 121 or 302, and CSC 111. (D)

357, 358. Mathematical Statistics I, II. (3h, 3h) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. MTH 357 prepares students for Actuarial Exam #1. C—MTH 112 or P—POI. (D)

359. Multivariate Statistics. (3h) Multivariate and generalized linear methods for classification, modeling, discrimination, and analysis. P—MTH 112, MTH 121 or 302, and MTH 256. (D)

361. Selected Topics. (1.5h, 2.5h, or 3h) Topics in mathematics not considered in regular courses or which continue study begun in regular courses. Content varies.

381. Individual Study. (1.5h, 2.5h, or 3h) Independent study directed by a faculty adviser. By prearrangement.

391. Senior Seminar Preparation. (1h) Independent study or research directed by a faculty adviser by prearrangement with the adviser.

392. Senior Seminar Presentation. (1h) Preparation of a paper, followed by a one-hour oral presentation based upon work in MTH 391.

Coordinators Professors of English Gillian Overing and Gale Sigal

The interdisciplinary minor in medieval studies requires eighteen hours, chosen from at least three different departments. Courses from the student's major may count in the minor. Students are encouraged, but not required, to attend the six-week Summer Medieval Program at Oxford University in England, for which they receive 4.5 hours (two courses) which count toward the minor. (For details about application to the Oxford program, and possible financial aid, consult Gale Sigal in the English department.)

Courses may be chosen from the following list. Additional elective courses may have been approved since publication of this bulletin. The program coordinators maintain a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

Electives for Medieval Studies

- ART 252. Romanesque Art. (3h)
- 253. The Gothic Cathedral. (3h)
- 254. Luxury Arts in the Middle Ages. (3h)
- 267. Early Italian Renaissance Art. (3h)
- 396. Art History Seminar: b. Medieval Art. (1.5h, 3h)
- ENG 305. Old English Language and Literature. (3h)
- 310. The Medieval World. (3h)
- 311. The Legend of Arthur. (3h)
- 312. Medieval Poetry. (3h)
- 315. Chaucer. (3h)
- 320. British Drama to 1642. (3h)
- FRH 370. Seminar in French and Francophone Studies. (3h)
(Periodically offered in medieval studies)
- GER 349. German Literature before 1700. (3h)
- HST 206. The Early Middle Ages. (3h)
- 207. The High Middle Ages Through the Renaissance. (3h)
- 242. The Middle East before 1500. (3h)
- 311. Special Topics in History. (when topic is Jerusalem) (3h)
- HMN 320. Perspectives on the Middle Ages. (3h)
- 361. Dante I. (1.5h)
- 362. Dante II. (1.5h)
- PHI 237. Medieval Philosophy. (3h)
- POL 274. Religion and Politics in Medieval Thought. (3h)
- REL 367. The Mystics of the Church. (3h)
- 372. History of Christian Thought (3h)
- SPN 331. Medieval Spain: A Cultural and Literary Perspective. (3h)
- THE 260. History of Western Theatre I (Beginnings to 1642). (3h)

Students intending to minor in medieval studies should consult one of the coordinators, preferably during the sophomore year.

Middle East and South Asia Studies

(Minor)

Coordinator Professor of Political Science Charles H. Kennedy

The Middle East and South Asia studies minor provides students with an opportunity to engage in a multidisciplinary study of the history, politics, literature, peoples, and cultures of the Middle East and South Asia. To fulfill the minor, students must complete eighteen hours from an approved list of courses. The most recent courses approved are listed below.

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication. Some courses relevant to the minor are not taught on a regular basis; others are offered by visiting or temporary faculty.

Electives for Middle East and South Asia Studies

- ANT 334. Peoples and Cultures of South Asia. (3h)
383., 384. Field Research in Cultural Anthropology.
(when topic is appropriate) (3h, 3h)
- Arabic 111, 112. Elementary Arabic. (3h)
153. Intermediate Arabic. (4h)
- ART 104. Topics in World Art. (when topic is appropriate) (3h)
- ENG 358. Postcolonial Literature. (3h)
359. Studies in Postcolonial Literature. (3h)
- HST 210. Colloquium in Historical Diversity. (when topic is appropriate) (3h)
242. The Middle East before 1500. (3h)
243. The Middle East since 1500. (3h)
311. Special Topics in History. (when topic is appropriate) (3h)
- HMN 2248. Cross-cultural Encounters in Morocco. (3h)
- POL 242. Topics in Comparative Politics. (when topic is appropriate) (3h)
246. Politics and Policies in South Asia. (3h)
247. Islam and Politics. (3h)
252. Topics in International Politics (when topic is appropriate) (3h)
259. The Arab-Israeli Conflict. (3h)
263. U.S. Foreign Policy in the Middle East. (3h)
274. Religion and Politics in Medieval Thought. (3h)
290. Senior Seminar in Political Science. (when topic is appropriate) (4h)
- REL 362. Islam. (3h)

Military Science (MIL)

Professor Lieutenant Colonel M. Keith Callahan

Assistant Professor John H. Stoneburg IV

Executive Officer Darrell L. Sydnor

Adjunct Instructor Donald J. Moser

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the professor of military science may result in commissioning as a second lieutenant in the active or reserve force components of the Army of the United States, as determined by the Secretary of the Army.

The AROTC program is composed of the basic course and the advanced course. The basic course consists of four courses (121, 122, 123, and 124), sometimes with either 117 or 118 taken each semester as a corequisite. No military obligation is incurred by enrollment in the basic course, except by Army ROTC Scholarship cadets. The basic course may be completed, partially or fully, by various alternative methods (i.e., through credit for specific types of Junior ROTC or other military training, as determined by the professor of military science, or through completion of a six-week summer Leader's Training Course).

The advanced course consists of four courses (225, 226, 227, and 228), with either 117 or 118 taken each semester as a corequisite, and a five-week Leader Development and Assessment Course, usually attended during the summer between the junior and senior years. Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.

114. Leadership. (1.5h) Examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management; specifically in the areas of business, politics, sports, and the military.

117, 118. Leadership Laboratory. (0.0h) Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Either MIL 117 (fall) or 118 (spring) is required each semester for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners, and non-contracted AROTC cadets taking their third and fourth military science courses. Pass/Fail only. C—Any other military science core course. P—POI of military science, except when required as explained above.

121. Introduction to Army ROTC and the U.S. Army. (1.5h) Introduction to the Army Reserve Officers' Training Corps and to the U.S. Army, exploring roles, organization, customs and traditions. C—MIL 117.

122. Introduction to Problem Solving, Decision Making, and Leadership. (3h) Introduction to the "life skills" of problem solving, decision making, and leadership. Designed to help students be more effective leaders and managers, whether they serve in the military or lead in civilian life. Topics addressed include problem solving, critical thinking, problem solving methods, leadership theory, followership, group cohesion, goal setting, and feedback mechanisms. Seminar format emphasizes student discussions and practical exercises. P—MIL 121 or POI. C—MIL 118.

123. Introduction to U.S. Army Leadership Skill. (3h) Introduction to the Army tactical concepts such as map reading, land navigation and general operations with a focus on the Army leadership model exploring the sixteen leadership dimensions. C—MIL 117.

124. Leadership in the U.S. Army. (3h) Theoretical and practical leadership instruction. Examines communication and leadership concepts such as written and oral communication, effective listening, assertiveness, personality, adult development, motivation, and organizational culture and change. Lessons maximize student participation, inspire intellectual curiosity, and clarify practical application. Concludes with a major leadership and problem-solving case study. After completion, students are well-grounded in fundamental leadership principles and are better prepared to apply such principles to a wide variety of life experiences. P—MIL 121, 122 and 123, or POI. C—MIL 118.

225. Military Operations. (3h) Instruction and case studies that build leadership competencies and military skills in preparation for future responsibilities as Army officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science). C—MIL 117.

226. Advanced Military Operations. (3h) Instruction and case studies that build upon the leadership competencies and military skills attained in MIL 225 in preparation for future responsibilities as Army officers. Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the Army as a career choice. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science) and MIL 225. C—MIL 118.

227. Leadership and Management in the U.S. Army I. (3h) Theory and practice of military leadership. Emphasis on the Uniform Code of Military Justice, the Manual for Courts-Martial, the Law of Land Warfare and the Army's personnel, training, and logistical management systems. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science) and MIL 225 and 226. C—MIL 117.

228. Leadership and Management in the U.S. Army II. (3h) Continuation of MIL 227 with emphasis on the transition from cadet to officer. P—MIL 121 through 124 (or equivalent credit as determined by the professor of military science) and MIL 225 through 227. C—MIL 118.

229. American Military History. (3h) The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. Credit not allowed for both MIL 229 and HST 369. P—POI.

Music (MUS)

Chair Stewart Carter

Composer-in-Residence and Professor Dan Locklair

Professors Susan Harden Borwick, Stewart Carter, Louis Goldstein, Peter Kairoff,

David B. Levy, Teresa Radomski

Director of Choral Ensembles and Associate Professor Brian Gorelick

Associate Professors Jacqui Carrasco, Richard E. Heard

Director of Bands C. Kevin Bowen

Director of Orchestra David Hagy

Senior Lecturers Patricia Dixon, Kathryn Levy

Lecturer Joanne Inkman

Adjunct Assistant Professor Lawrence Dillon

Adjunct Instructors John Paul Antonelli, Bama Deal

Lecturer Morten Solvik (Vienna)

The Department of Music offers two majors, one in music performance, requiring thirty-eight hours, and a second in music in liberal arts, requiring forty hours. Students who choose one of these majors may not choose the other as a second major. Both majors include a basic curriculum of music theory (MUS 171, 172, 173, 174, sixteen hours) and music history (MUS 181, 182, 183, nine hours), and four semesters of MUS 100.

Major in Music in Liberal Arts. In addition to the basic curriculum, the major in music in liberal arts requires three hours of individual instruction (MUS 161 or 162), three hours of ensembles (excluding MUS 128 and 129), taken in three semesters; seven hours of elective courses in music—excluding ensembles and MUS 101, 104, 109, 131, 161-162, 165-168, 175, 177, 262—and a performance proficiency examination. The major in music in liberal arts must complete a senior project (MUS 397 or 398). To undertake the senior project, a student must have a grade point average of 2.0 in courses in the major.

Major in Music Performance. To be admitted to the major in music performance, a student must first successfully complete MUS 171 and then pass an audition before the entire music faculty. The audition should be performed during the sophomore year. Students who audition are required to (1) demonstrate technical skill (scales, arpeggios, études), (2) perform standard repertoire, and (3) sight-read. All three of these areas must be deemed strong enough by a majority vote of the faculty to be accepted as a major in music performance. In addition to the basic curriculum, the major in music performance requires six hours of individual instruction above the 100 level (MUS 262 and either 362 or 363), which requires as a prerequisite the successful completion of an audition; four hours of ensembles (excluding MUS 119, 128, and 129), taken in four semesters; and three hours of elective courses in music, excluding ensembles and MUS 101, 104, 109, 131, 161-162, 165-168, 175, 177, 262. The major in music performance must present a senior recital. To undertake the senior recital, a student must have a grade point average of 2.0 in courses in the major.

Students considering a major in music performance or music in liberal arts are urged to begin their musical studies during the first year and should consult the chair of the department as soon as possible after entering the University.

Honors. Highly qualified majors in music performance or music in liberal arts may be invited by the music faculty to apply for admission to honors in music. To be graduated with the designation "Honors in Music," a candidate must have an overall grade point average of at least 3.0, and a grade point average of at least 3.5 in courses in the major, be selected for this honor by the music faculty, and successfully complete either MUS 363 or 398. More information is available from the music department.

A minor in music requires nineteen hours: MUS 171, 172; one course from MUS 181, 182, 183; two hours of ensemble (excluding MUS 128, 129), taken in two semesters; two hours of individual instruction; three semesters of MUS 100; and four hours of elective courses in music, three of which must be in music in liberal arts, excluding MUS 100, 101, 104, and 109. Each minor is assigned an adviser in the music department and is encouraged to begin individual lessons, MUS 171, and MUS 100 as early as possible.

Regarding ensemble requirements for the majors and minor in music, students who are singers must fulfill the ensemble requirement by enrolling in MUS 114, 115 and/or 116. Students who play a band or orchestral instrument must fulfill the ensemble requirement by performing on their primary instrument in MUS 112, 113, 118, and/or 121. Performers on keyboard instruments are strongly encouraged to enroll in one of the above ensembles, but may also fulfill the ensemble requirement through participation in chamber music (MUS 120).

Music in Liberal Arts

100. Recitals. (0h) Recitals, concerts, and guest lectures sponsored by the Department of Music and the Secrest Artists Series. (Specific attendance requirements are established at the beginning of each semester.) Four semesters are required of music majors; three semesters are required of music minors. Pass/Fail only.

101. Introduction to Western Music. (3h) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the present day. May not count toward the majors or minor in music. (D)

104. Basic Music Reading and Skills. (1.5h) Study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction. May not count toward the majors or minor in music.

106. Electronic Music Lab. (1.5h) Foundations of MIDI protocol, with particular attention to the study and application of sequencers, notational programs, and synthesizers. Development of skills in written notation through use of computerized programs. Taught in the Music Computer Lab. P—MUS 101, 104, or POI.

109. Introduction to the Music of World Cultures. (3h) Survey of music in selected societies around the world. Topics selected from the following areas of concentration: India, East Asia, sub-Saharan Africa, western Europe, Latin America, and vernacular music of the United States (including jazz). May not count toward the majors or minor in music. Credit cannot be received for both MUS 109 and 209. (CD, D)

130. African-American Art Song. (3h) Survey of the art songs of African-American composers of the nineteenth and twentieth century. Emphasis on song for solo voice and piano, with some discussion of works for voice and orchestra or chamber ensemble. P—POI. (CD)

131. The World of Musical Instruments. (3h) Historical survey of musical instruments by families. Instruments of Western art music, selected world cultures, and vernacular music of the U.S., as well as electronic instruments. Emphasis on the cultural, sociological, and technological as well as the musical aspects of instruments. Credit cannot be received for both MUS 131 and 231. (D)

171. Music Theory I. (4h) Music fundamentals (key signatures, scales, modes, intervals, chords), simple part-writing, sight-singing, dictation, and keyboard harmony. Prerequisite for the audition in music performance. Designed for music majors and minors. *Offered in fall.*

172. Music Theory II. (4h) Seventh chords, secondary chords, altered chords, part-writing, basic counterpoint, basic musical forms, sight-singing, dictation, and keyboard harmony. *Offered in spring.* P—MUS 171.

173. Music Theory III. (4h) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, dictation, rhythmic skills, and keyboard harmony. *Offered in fall.* P—MUS 172.

174. Music Theory IV. (4h) Expanded harmony and techniques from Impressionism to the present. New concepts of style and form. Ear training, sight-singing, dictation, rhythmic skills, and keyboard harmony. *Offered in spring.* P—MUS 173.

181. Music History I. (3h) History of western art music from the ancient Greeks to 1750. It is recommended that students take MUS 171 before enrolling in MUS 181. Reading knowledge of music is essential. *Offered in fall.* (D)

182. Music History II. (3h) History of western art music from 1750 to World War I. It is recommended that students take MUS 171 and 181 before enrolling in MUS 182. Reading knowledge of music is essential. *Offered in spring.* (D)

183. Music History III. (3h) History of western art music from the beginning of the twentieth century to the present day and its associations with other cultures and disciplines. It is recommended that students take MUS 171, 181, and 182 before enrolling in MUS 183. Reading knowledge of music is essential. *Offered in fall.* (D)

203. History of Jazz. (3h) Survey of American jazz from its origin to the present. (D)

207. American Music. (3h) Study of the musical sources of American culture and the six streams of music in the U.S.: folk and ethnic musics, offsprings of the rural South (country music, blues, rock), jazz and its forerunners, popular sacred music, popular secular music, and art music. (CD, D)

208. Women and Music. (3h) Historical overview of women musicians in society. (CD, D)

209. Music of World Cultures. (3h) Survey of music in selected societies around the world. Topics selected from the following areas of concentration: India, East Asia, sub-Saharan Africa, western Europe, Latin America, and vernacular music of the United States (including jazz). Students complete a project or projects on the technical or theoretical aspects of the music of world cultures. Designed for music majors and minors. Credit cannot be received for both MUS 109 and 209. P—MUS 172 or POI. (CD, D)

210. Survey of Latin-American Music. (3h) Survey of art, folk, and popular musical styles in Latin America and their impact on music of other cultures. Divided into three areas of study: the Caribbean, Central America, and South America. (CD, D)

212. Music in the Church. (3h) Function of church musicians and the relationship of their work to the church program. Offers to musician and non-musician alike historical overview, hymnody survey and other church music-related topics through class and guest lectures and practical seminars. *Offered fall semester of odd years.* P—POI.

213. Beethoven. (3h) Compositional process, analysis, criticism, and performance practices in selected works by Ludwig van Beethoven. P—MUS 101 or POI. (D)

215. Philosophy of Music. (3h) Survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns.

220. Seminar in Music History. (3h) Intensive study of a selected topic in music history. P—MUS 174, 181, 182, 183, or POI.

231. The World of Musical Instruments. (3h) Historical survey of musical instruments by families. Instruments of Western art music, selected world cultures, and vernacular music of the U.S., as well as electronic instruments. Emphasis on the cultural, sociological, and technological as well as the musical aspects of instruments. Students complete a project or projects on the technical or theoretical aspects of instruments. Designed for music majors or minors. Credit cannot be received for both MUS 131 and 231. P—MUS 171 or POI. (D)

272. Performance and Analysis. (1.5h) Practical analysis for use in research and performance preparation. P—MUS 174 or POI.

273. Composition. (1h or 1.5h) Individual instruction in the craft of musical composition. May be repeated for credit. P—POI.

280. Orchestration. (3h) Study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in spring.* P—MUS 174, 182, 183, or POI.

282. Conducting. (3h) Study of choral and instrumental conducting techniques. P—MUS 174 or POI.

284. Music Literature Seminar. (3h) Survey of repertoire, including an examination of teaching materials in the student's special area of interest. (D)

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| <i>a. Orchestral Literature</i> | <i>d. Guitar Literature</i> |
| <i>b. Choral Literature</i> | <i>e. Vocal Literature</i> |
| <i>c. Piano Literature</i> | <i>f. Opera</i> |

285. Special Topics in Music. (1-3h) Intensive study of a selected subject chosen by faculty prior to the term in which the course is offered. May be repeated if course content differs. P—POI.

307. American Foundations. (3h) Interdisciplinary study of American art, music, literature, and social history with particular reference to the art collection at Reynolda House Museum of American Art. Lectures, discussions, field trips, including a tour of New York City museums. Term project in American music. Also listed as ART 331, HST 349, and HON 393, 394. *Offered at Reynolda House in summer only.*

Independent Study, Senior Project, and Honors Project

298. Independent Study. (1.5h, 3h) Project in an area of study not otherwise available in the department. By pre-arrangement with department chair.

397. Senior Project. (3h) Writing and public presentation of a major composition, research paper, music analysis, or conducting endeavor, according to criteria on file in the department. A student may not receive credit for both MUS 397 and 398. By prearrangement.

398. Senior Honors Project. (3h) Writing and public presentation of a major composition, research paper, music analysis, or conducting endeavor, according to criteria on file in the department. A student may not receive credit for both MUS 397 and 398. P—Faculty selection for Honors in Music.

Ensemble

Departmental ensembles are open to all students on the basis of one hour per semester of participation in each ensemble, except as noted. Neither MUS 128 nor MUS 129 may count for the music majors or minor. All classes in this section may be repeated for credit.

111. Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P—POI.

112. Collegium Musicum Instrumental. Ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

113. Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.

114. Collegium Musicum Vocal. Ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras. P—Audition.

115. Concert Choir. Select touring choir of forty-five voices which performs a variety of choral literature from all periods. P—Audition.

116. Choral Union. A large, mixed chorus which performs a variety of choral literature from all periods. P—Audition.

118. Wind Ensemble. Study and performance of music for mixed chamber ensemble of winds, brass, and percussion. P—Audition.

119. Symphonic Band. (1h) Study and performance of music for symphonic band. Meets once weekly for ninety minutes. Performs on campus.

120. Small Chamber Ensemble. Study and performance of music for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—POI.

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| a. percussion ensemble | e. brass |
| b. flute choir | f. woodwind |
| c. string | g. guitar |
| d. saxophone | h. mixed |

121. Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble.

128. Athletic Band I. Performs at most football games and men's and women's home basketball games. Meets twice weekly. Regular performances on and off campus. *Offered in fall.*

129. Athletic Band II. (0.5h) Performs at men's and women's home basketball games, and at the spring football game. Class held once weekly. Meets from the beginning of the semester to spring break. P—MUS 128 or POI.

Performance Study

Courses in individual instruction are open to students with the permission of the instructor on a space available-basis. Students in individual instruction who do not have basic knowledge of notation and rhythm are advised to enroll in MUS 104 either prior to or in conjunction with individual instruction. (See the fee section of this bulletin for specific information regarding cost.) All classes in this section may be repeated for credit unless noted.

108. Alexander Technique for Musical Performers. (0.5h) Educational process that uses verbal and tactile feedback to teach improved use of the student's body by identifying and changing poor and inefficient habits that cause stress, fatigue, and pain in the musical performer. Designed to teach the performer to minimize physical effort and maximize expression. Meets two hours per week. Pass/Fail only.

122. Music Theatre Practicum. (1h) For musicians who perform in a departmentally-sponsored theatrical production (when their performance is not as a member of a departmental ensemble). May not be counted toward the majors or minor in music. Credit may be earned in a given semester for either MUS 122 or THE 283, but not both. Course may be repeated for no more than four hours. Pass/Fail only. P—POI.

123. Woodwind Doubling. (1h) Practical skills for woodwind instrumentalists who participate in musical theatre productions for which expertise on more than one instrument is required.

161. Individual Instruction. (0.5h) Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student. One half-hour lesson per week. Does not fulfill the individual instruction requirements for the major in music performance. May be repeated for credit. P—POI.

<i>a. violin</i>	<i>h. bassoon</i>	<i>o. organ</i>	<i>u. accompanying</i>
<i>b. viola</i>	<i>i. saxophone</i>	<i>p. piano</i>	<i>v. voice</i>
<i>c. cello</i>	<i>j. trumpet</i>	<i>q. percussion</i>	<i>w. recorder</i>
<i>d. bass</i>	<i>k. French horn</i>	<i>r. guitar</i>	<i>x. viola da gamba</i>
<i>e. flute</i>	<i>l. trombone</i>	<i>s. harp</i>	<i>y. harpsichord</i>
<i>f. oboe</i>	<i>m. baritone</i>	<i>t. electric bass</i>	<i>z. jazz improvisation</i>
<i>g. clarinet</i>	<i>n. tuba</i>		

162. Individual Instruction. (1h) One one-hour lesson per week. Does not fulfill the individual instruction requirements for the major in music performance. May be repeated for credit. P—POI.

165j. Brass Rudiments. (0.5h) Introduction to the fundamentals of playing brass instruments. Designed for students with musical experience as well as beginners with no prior musical training. Offered in spring. P—POI.

165p. Class Piano. (0.5h) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165q. Class Percussion. (0.5h) Introduction to the fundamentals of playing percussion instruments. Includes an introduction to reading music as well as basic techniques on instruments of the percussion family. P—POI.

165r. Class Guitar I. (0.5h) For beginner students. Introduction to finger style guitar techniques: strumming, plucking, arpeggios and damping. Reading and playing from musical notation. Nylon string guitar is required.

166r. Class Guitar II. (0.5h) Continuation of finger style guitar techniques with emphasis on chordal progressions, scales, accompanying patterns and sight-reading. Nylon string guitar is required. P—MUS 165r.

165v. Class Voice I. (0.5h) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance. P—POI.

166v. Class Voice II. (0.5h) Continuation of fundamental vocal techniques. P—MUS 165v or POI.

166p. Class Piano II. (0.5h) Continuation of fundamental piano techniques. P—MUS 165p or POI.

167v. Theatrical Singing I: Class Voice. (0.5h) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. (One hour per week.) P—POI.

168v. Theatrical Singing II: Class Voice. (0.5h) Continuation of theatrical singing techniques with increased study and performance of musical theatre repertoire. P—MUS 167v or POI. (One hour per week.)

175v. Advanced Voice Class. (1h) Development of advanced vocal technique and repertoire. Limited to eight students. Two hours per week; may be repeated. P—MUS 166v or POI.

177v. Advanced Theatrical Singing. (1h) Development of advanced theatrical singing technique and performance of musical theatre repertoire. Limited to eight students. Two hours per week; may be repeated. P—MUS 168v or POI.

190. Diction for Singers. (1.5h) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.) May not be repeated for credit.

262. Individual Instruction. (1.5h) One one-hour lesson per week. Fulfills the individual instruction requirements for the major in music performance. May be repeated for credit. P—Two hours of MUS 161 and/or 162, plus successful completion of the audition for the major in music performance, and POI.

362. Senior Recital. (3h) Preparation and public performance of a recital. Fulfills the individual instruction requirements for the major in music performance. To be taken only during the senior year. A student may not receive credit for both MUS 362 and 363. A student may not enroll in MUS 262 and 362 in the same semester. May not be repeated for credit. P—Two semesters of MUS 262 and POI.

363. Senior Honors Recital. (3h) Preparation and public performance of a recital at the honors level. Fulfills the individual instruction requirements for the major in music performance. To be taken only during the senior year. A student may not receive credit for both MUS 362 and 363. A student may not enroll in MUS 262 and 363 in the same semester. May not be repeated for credit. P—Two semesters of MUS 262, POI, and faculty selection for honors in music performance.

Neuroscience (NEU)

(Interdisciplinary Minor)

Coordinator Professor of Biology Wayne L. Silver

The neuroscience minor provides an interdisciplinary approach to the study of the nervous system. Neuroscientists study how we learn, process and remember information from the molecular to the philosophical level, and examine subjects ranging from the molecular pharmacology of brain function to the mind-body problem.

The minor requires a minimum of seventeen hours, nine of which must include NEU 200, 201, 300, 391 described below. At least one semester of research in neuroscience is required for the minor (NEU 391). The research can be conducted on the Reynolda Campus or with investigators at the Wake Forest University School of Medicine. The research project must be approved by a member of the neuroscience minor faculty. Eight hours must come from the elective courses listed below. One of the elective courses must come from outside the student's major department.

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

200. Introduction to Neuroscience. (3h) Interdisciplinary course taught by faculty representing several fields. Topics include neurophysiology, sensory biology, motor mechanisms, neuropharmacology, cognitive neuroscience, perception, neural networks, and the philosophy of mind.

201. Neuroscience Laboratory. (1h) Examines principles of neuroscience ranging from the molecular and cellular to the behavioral and cognitive. Lab—three hours. C—NEU 200.

300. Neuroscience Seminar. (3h) Consideration of current neuroscience topics. Presentations of current research by faculty on the Reynolda Campus or the Wake Forest University School of Medicine. Readings from the primary literature accompany the presentations. P—NEU 200.

391. Research in Neuroscience. (2h) Supervised independent laboratory investigation in neuroscience.

392, 393, 394. Research in Neuroscience. (2h) Continued supervised independent laboratory investigation in neuroscience. Not to be counted toward the minor. P—NEU 200.

Electives for Neuroscience

- BIO 323. Animal Behavior. (4h)
- 324. Hormones and Behavior. (3h)
- 325. Chronobiology. (3h)
- 346. Neurobiology. (4h)
- 351. Vertebrate Physiology. (4h)
- 352. Developmental Neuroscience (4h)
- 354. Vertebrate Endocrinology. (3h)
- 364. Sensory Biology. (4h)

- CSC 371. Artificial Intelligence. (3h)
- HES 312. Exercise and Health Psychology. (3h)
- 350. Human Physiology. (3h)
- PHI 365. Philosophy, Mental Health, and Mental Disorder. (3h)
- 374. Philosophy of Mind. (3h)
- PHY 307. Biophysics. (3h)
- PSY 320. Physiological Psychology. (3h)
- 322. Psychopharmacology. (3h)
- 323. Animal Behavior. (3h)
- 326. Learning Theory and Research. (3h)
- 329. Perception. (3h)
- 331. Cognition. (3h)
- 333. Motivation of Behavior. (3h)

(Note that many of these courses have prerequisites, in some cases including introductory biology, psychology, or chemistry.)

Philosophy (PHI)

Chair Ralph Kennedy

A.C. Reid Professor George Graham

Professors Thomas K. Hearn Jr., Ralph Kennedy, Charles M. Lewis

Associate Professor Win-chiat Lee

Assistant Professors Adrian Bardon, Stavroula Glezakos, Christian Miller, Patrick Toner

Lecturers Hannah M. Hardgrave, Clark Thompson

Adjunct Professor Adriano Palma

Adjunct Assistant Professor Avram Hiller

Visiting Professor Gilead Bar-Elli

Visiting Instructor Nancy Lawrence

Philosophy examines such topics as consciousness, knowledge, justice, free-will, good and evil, and the nature of religious experience and belief. The great philosophers have defended comprehensive views that illuminate these topics in imaginative and powerful ways. The study of these views and of the reasoning offered in their support is valuable in itself; it is also valuable as a means of developing analytical, critical, and imaginative skills useful in the study of most other subjects, in the pursuit of careers as varied as law, business, science, education, and the arts, and in effective participation in civic life.

The major in philosophy requires twenty-seven hours. These must include three hours in Ancient Greek philosophy (232, 331, or 332), three hours in Modern philosophy (241, 341, or 342), three hours chosen from 360, 361, 362, 363, 364, or 365, and three hours chosen from 370, 372, 373, 374, 375, 376, or 377. Only one of 220 and 221 (Logic and Symbolic Logic) may be counted towards the major. No more than six hours of 100-level courses may be counted towards the major. No more than three hours of independent study may be counted towards satisfaction of the major requirements, and at least twenty-one hours of the major must be completed at Wake Forest; exceptions require approval by the department chair.

Majors intending to do graduate study in philosophy are strongly advised to take the fol-

lowing courses: Ethics (360), Symbolic Logic (221), and at least one of Epistemology (376) or Metaphysics (377). Such majors should work closely with their major adviser as they consider their additional course choices.

The minor in philosophy requires fifteen hours. At least nine of these hours must be earned in courses taken at Wake Forest at the 200-level or higher. Only one of 220 and 221 (Logic and Symbolic Logic) may be counted towards the minor. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

Honors. Highly qualified majors are invited by the department to participate in the honors program in philosophy. Completion of fifteen hours in philosophy courses is prerequisite to beginning work in the honors program. Graduation with Honors in Philosophy requires successful completion of Honors I and II (391 and 392), a grade point average at the time of graduation of at least 3.3 in philosophy and 3.0 overall, and completion and successful defense of an honors thesis in an oral examination conducted by at least two members of the department. The hours earned in 391 and 392 do not count towards the twenty-seven hours required of all majors.

Any three-hour philosophy course numbered 221 or lower counts towards satisfying the Division I requirement. Courses taken elsewhere after a student has enrolled at Wake Forest University will not count towards satisfying the Division I requirement in philosophy.

111. Basic Problems of Philosophy. (3h) Examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter. (D)

112. Introduction to Philosophical Ideas. (3h) How and why does philosophy engage religious belief and common sense? How and why do modern skepticism, naturalism, and existentialism abandon the purposive world of Plato and Aristotle? How do contemporary concepts of self and world relate to these opposing conceptions of life, love, and meaning? (D)

113. Knowledge and Reality. (3h) Examination of three interconnected philosophic problems: the nature of existence; the distinction between truth and falsity; and the question of what it means to know. (D)

114. Philosophy of Human Nature. (3h) A study of selected topics bearing on human nature, such as free will and determinism, the relation of mind and body, personal identity and personhood, and immortality. (D)

115. Introduction to Philosophy of Religion. (3h) A study of some central issues in the philosophy of religion, such as arguments for and against the existence of God; faith and reason; the divine attributes; the nature and existence of the soul; the possibility of immortality; and religious diversity. (D)

160. Introduction to Moral and Political Philosophy. (3h) Examination of basic concepts and problems in moral and political thought, including questions of right and wrong, virtue, equality, justice, individual rights, and the common good. (D)

161. Medical Ethics. (3h) Study of moral problems in the practice of medicine, including informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources. (D)

- 163. Environmental Ethics.** (3h) Examination of ethical issues concerning the environment as they arise in individual lives and public policy. Issues are discussed in the context of fundamental questions regarding the adequacy of traditional philosophical frameworks for thinking about the relationship between humans and the nonhuman world and the value and moral status of the nonhuman world. (D)
- 164. Contemporary Moral Problems.** (3h) A study of pressing ethical issues in contemporary life, such as abortion, euthanasia, animal rights, affirmative action, marriage, cloning, pornography, and capital punishment. (D)
- 220. Logic.** (3h) Elementary study of the laws of valid inference, recognition of fallacies, and logical analysis. (D)
- 221. Symbolic Logic.** (3h) Basic concepts and techniques of first-order logic; applications of first-order logic to arguments expressed in English; some discussion of such topics as the unsolvability of the decision problem for first-order logic, the completeness of first-order logic, and Gödel's incompleteness theorem. (D)
- 232. Ancient Greek Philosophy.** (3h) A study of the central figures in early Greek philosophy, beginning with the Presocratics, focusing primarily on Plato and Aristotle, and concluding with a brief survey of some Hellenistic philosophers. P—One PHI course or POI.
- 237. Medieval Philosophy.** (3h) A survey of some major philosophers from Augustine to Suarez, including Anselm, Averroes, Maimonides, Avicenna, Aquinas, Scotus and Ockham. P—One PHI course or POI.
- 241. Modern Philosophy.** (3h) A study of the works of influential seventeenth- and eighteenth-century European philosophers such as Descartes, Locke, Leibniz, Berkeley, and Hume, with a concentration on theories of knowledge and metaphysics. P—One PHI course or POI.
- 331. Plato.** (3h) Detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—One PHI course or POI.
- 332. Aristotle.** (3h) Study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—One PHI course (232 or 331 strongly recommended) or POI.
- 341. Kant.** (3h) A study of Kant's principal contributions to metaphysics and the theory of knowledge. P—One PHI course (241 strongly recommended) or POI.
- 342. Topics in Modern Philosophy.** (3h) Treatment of selected figures and/or themes in seventeenth- and eighteenth-century European philosophy. P—One PHI course (241 strongly recommended) or POI.
- 350. The Main Streams of Chinese Philosophy and Religion.** (3h) Introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. Also listed as REL 380.
- 352. Hegel, Kierkegaard, and Nietzsche.** (3h) Examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—One PHI course (241 strongly recommended) or POI.

354. Wittgenstein. (3h) A study of the work of Ludwig Wittgenstein on such topics as the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—One PHI course (221 strongly recommended) or POI.

355. Contemporary Philosophy. (3h) Study of the principal works of several representative twentieth-century philosophers. P—One PHI course (221 strongly recommended) or POI.

360. Ethics. (3h) Systematic examination of central ethical theories in the Western philosophical tradition. Such theories include Kantian deontology, utilitarianism, Aristotelian virtue ethics, and divine command theory. P—One PHI course or POI.

361. Topics in Ethics. (1.5h, 3h) P—One PHI course or POI.

362. Social and Political Philosophy. (3h) A systematic examination of the work of selected contemporary and traditional philosophers on topics such as the state, the family, distributive justice, property, liberty, and the common good. P—One PHI course or POI.

363. Philosophy of Law. (3h) Inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—One PHI course or POI.

364. Freedom, Action, and Responsibility. (3h) Study of the nature of human freedom and related matters in the philosophy of action, metaphysics, and moral philosophy. P—One PHI course or POI.

365. Philosophy, Mental Health, and Mental Disorder. (3h) Examination of a wide range of philosophical problems associated with the distinction between mental health and illness, such as: personal responsibility, self-identity, and rationality. Special attention is given to moral dilemmas posed by psychiatric classification and treatment and to clinical cases. P—One PHI course or POI.

370. Philosophy and Christianity. (3h) Examination of the philosophical foundations of Christian thought and belief. Christian concepts of God and life everlasting, trinity, incarnation, atonement, prayer, sin, evil and obligation. P—One PHI course or POI.

372. Philosophy of Religion. (3h) Analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—One PHI course or POI.

373. Philosophy of Science. (3h) Systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One PHI course or POI.

374. Philosophy of Mind. (3h) Selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. P—One PHI course or POI.

375. Philosophy of Language. (3h) Study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. Also listed as LIN 375. P—One PHI course (221 strongly recommended) or POI.

- 376. Epistemology.** (3h) The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; theories of truth. P—One PHI course or POI.
- 377. Metaphysics.** (3h) A survey of such issues as the nature and existence of properties, possibility and necessity, time and persistence, causation, freedom and determinism, and dualism versus materialism about the human person. P—One PHI course or POI.
- 385. Seminar.** (1.5h, 3h) Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P—POI.
- 391. Honors I.** (1.5h) Directed study and research in preparation for writing an honors thesis. P—Admission to the honors program in philosophy.
- 392. Honors II.** (1.5h) Completion of the honors thesis begun in PHI 391. Graduation with honors in philosophy requires successful defense of the honors thesis in an oral examination conducted by at least two members of the department. P—PHI 391.
- 395. Independent Study.** (1.5h, 3h)

Physics (PHY)

- Chair** George Eric Matthews
- Reynolds Professor of Computational Biophysics** Jacquelyn S. Fetrow
- Reynolds Professor** Richard T. Williams
- Professors** Paul R. Anderson, Keith D. Bonin, Natalie A. W. Holzwarth, William C. Kerr, Daniel Kim-Shapiro, George Eric Matthews
- Research Associate Professor** Kamil Burak Ücer
- Z. Smith Reynolds Foundation Fellow and Associate Professor** Gregory B. Cook
- Associate Professors** Eric D. Carlson, David L. Carroll
- Assistant Professors** Martin Guthold, Jed Macosko, Fred Salsbury
- Adjunct Professor** Mark W. Roberson
- Adjunct Associate Professor** John D. Bourland, Peter Santago
- Adjunct Assistant Professors** Janna Levin, Timothy E. Miller
- Visiting Assistant Professor** Forrest Charnock

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a bachelor of arts or a bachelor of science degree. The bachelor of arts degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines, such as medicine, law, and business. The bachelor of science degree is designed for students planning careers in physics.

The bachelor of arts degree in physics requires twenty-five hours in physics and must include the following courses: 111 or 113, 114, 215, 230, 262, 265, and 266. The remaining six hours may be satisfied with any other 300-level courses in the department except 381 and 382. MTH 251 also is required. Depending on what other physics courses the student takes, additional mathematics courses may be required; e.g., MTH 301 is a prerequisite for PHY 339.

The bachelor of science degree in physics requires thirty-eight hours in physics and must include the following courses: 111 or 113, 114, 215, 230, 262, 265, 266, 301, 302, 337, 339, 340, 343, 344,

and 351. The remaining hours may be satisfied with any other 300-level course in the department. In addition, MTH 251, 301, 302, and either 304 or 352 are required; MTH 303 and CSC 111 are strongly recommended.

The bachelor of arts degree in physics with concentration in biophysics and biochemistry requires 27.5 hours in physics and must include the following courses: 111 or 113, 114, 215, 230, 262, 265, 266, and two of the following: 307/325, 320/323, 351. A student must take PHY 381 or 382 for a minimum of 1.5 hours. Also required are MTH 251; CHM 111/111L, 122/122L, 230; two of the three courses BIO 112, 213, 214; one of the four courses BIO 370, BIO 371, CHM 370, CHM 371.

While the physics major can be started in the sophomore year, students are encouraged to take PHY 113 and 114 and MTH 111 and 112 in the first year. If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five-year BS/MS program. If physics is not taken in the first year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year. A candidate for the 3-2 engineering program would also complete three years of the bachelor of science physics major program prior to transfer. (Consult the chair of the department for additional information on these five-year programs.)

No student may be a candidate for a degree with a major in physics with a grade less than C in General Physics without special permission of the department.

Honors. Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major adviser. To be graduated with the designation "Honors in Physics," students must pass PHY 381, write a paper on the results of the research in that course, pass an oral exam on the research and related topics given by a committee of three physics faculty members, and obtain a grade point average of at least 3.5 in physics and 3.0 overall.

A minor in physics requires seventeen hours, which must include the courses 111 or 113, 114, 215, and 262. Students interested in the minor should advise the faculty member responsible for advising physics majors. (Inquire in Olin Physical Laboratory, Room 100.)

Physics courses satisfying Division V requirements must be taken at Wake Forest. Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

105. Descriptive Astronomy. (3h) Introductory study of the universe, from the solar system to the galaxies. No lab.

109. Astronomy. (4h) Introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—two hours. (D)

110. Introductory Physics. (4h) Conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for premedical, mathematics, or science students. Credit allowed for only one of 110, 111, and 113. Lab—two hours. (D, QR)

111. Mechanics, Waves, and Heat. (4h) Introduction to mechanics, wave motion, thermodynamics, and sound. Extensive use of algebra and trigonometry. Credit allowed for only one of 110, 111, and 113. Lab—two hours. (QR)

- 113. General Physics I.** (4h) Essentials of mechanics, wave motion, heat, and sound treated with some use of calculus. Recommended for science, mathematics, and premedical students. Credit allowed for only one of 110, 111, and 113. Lab—two hours. C—MTH 111 or equivalent. (D, QR)
- 114. General Physics II.** (4h) Essentials of electricity, magnetism, optics, and modern physics treated with some calculus. Recommended for science, mathematics, and premedical students. Lab—two hours. P—MTH 111 and PHY 111 or 113. (D, QR)
- 120. Physics and Chemistry of the Environment.** (4h) Covers the basic physical and chemical processes in the earth's atmosphere, biosphere, and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. Also listed as CHM 120. (D, QR)
- 215. Elementary Modern Physics.** (3h) Development of twentieth-century physics and an introduction to quantum ideas. P—PHY 114 and MTH 111. C—PHY 265. (QR)
- 230. Electronics.** (3h) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P—PHY 114. (QR)
- 262. Mechanics.** (3h) Study of the equations of motion describing several kinds of physical systems: velocity-dependent forces; damped and forced simple harmonic motion; orbital motion; inertial and non-inertial reference frames; and relativistic mechanics. Includes extensive use of computers. P—PHY 113 and MTH 111 or equivalent. (QR)
- 265, 266. Intermediate Laboratory.** (1h, 1h) Experiments on mechanics, modern physics, electronics, and computer simulations. C—PHY 215 (for PHY 265); PHY 262 (for PHY 266). P—PHY 265 (for PHY 266).
- 301, 302. Physics Seminar.** (0h, 0h) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.
- 307. Biophysics.** (3h) Introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods are emphasized. Also listed as BIO 307. P—PHY 113, 114 as well as BIO 112 or 214 or POI.
- 310. Extragalactic Astronomy and Cosmology.** (3h) Topics include galactic structure, models for galaxies and galaxy formation, the large scale structure of the universe, the big bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology. P—PHY 114, 215.
- 320. The Physics of Macromolecules.** (3h) Physics of large biologically important molecules, especially proteins and nucleic acids. Topics include the physical basis of biomolecular structure, the energetics and statistical mechanics of biomolecular dynamics, and the electrostatics and solvation of biomolecules. Designed for students with biochemistry, chemistry, or physics backgrounds. P—PHY 351 or BIO 214 or CHM 341, PHY 113, 114, or POI.
- 323. Computational Biophysics Laboratory.** (1h) Application of techniques in molecular modeling, including energy minimization, molecular dynamics simulation, and conformational analysis. C—PHY 320 or POI.

325. Biophysical Methods Laboratory. (1h) Experiments using various biophysical techniques such as electron paramagnetic resonance, atomic force microscopy, stopped-flow absorption spectroscopy, X-ray diffraction, and gel electrophoresis. C—PHY 307.

337. Analytical Mechanics. (1.5h) The Lagrangian and Hamiltonian formulations of mechanics with applications. Taught in the first half of the fall semester. P—PHY 262, MTH 251.

339, 340. Electricity and Magnetism. (1.5h, 3h) Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. PHY 339 is taught in the second half of the fall semester, following PHY 337. PHY 340 is taught in the spring semester. These should be taken in sequence. P—PHY 114, MTH 251 and 301.

341. Thermodynamics and Statistical Mechanics. (3h) Introduction to classical and statistical thermodynamics and distribution functions. Also listed as CHM 341. P—PHY 215 and MTH 111 and 112.

343, 344. Quantum Physics. (3h, 3h) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics. P—PHY 215 and MTH 251.

352. Physical Optics and Optical Design. (4h) Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab—three hours. P—PHY 114, 215.

354. Introduction to Solid State Physics. (3h) Survey of the structure, composition, physical properties, and technological applications of condensed matter. P—PHY 343.

361. Biophysics Seminar. (1h) Seminal and current publications in biophysics are studied. Each week a member of the class makes an oral presentation on a chosen publication and leads the ensuing discussion.

381, 382. Research. (1.5h/3h, 1.5h/3h) Library, conference, computation, and laboratory work performed on an individual basis.

385. Bioinformatics. (3h) Introduction to bioinformatics and the language of computer programming and algorithm development in the field of biomedical research. Also listed as CSC 385. P—Introductory courses in biology, chemistry, and molecular biology or biochemistry or POL.

391, 392. Special Topics in Physics. (1h-4h) Courses in selected topics in physics. May be repeated if course content differs.

Political Science (POL)

Chair Kathy B. Smith

Reynolds Professor of Latin-American Studies Luis Roniger

Worrell Professor of Anglo-American Studies David Coates

Professors Katy J. Harriger, Charles H. Kennedy, Wei-chin Lee, Kathy B. Smith

Z. Smith Reynolds Foundation Fellow and Associate Professor Peter M. Siavelis

Associate Professors John J. Dinan, David P. Weinstein, Helga A. Welsh, Pia Wood

Assistant Professors Michaelle L. Browers, Pete Furia, Sarah Lischer, Bryan Shelly

Adjunct Professor Richard D. Sears

Senior Lecturer Yomi Durotoye

Visiting Assistant Professor Tom Brister

Visiting Instructors Alisa Kessel, Owen Yeates

In its broadest conception, the aim of the study of political science is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of political science has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political theory, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in political science consists of thirty-one hours, of which, in all but exceptional cases, at least twenty-one hours must be completed at Wake Forest. Where students take political science courses abroad, they have to be in Wake Forest approved programs and/or must have been certified by the department chair. The required courses for the major include the following: (a) at least one non-seminar course in each of the four fields of political science listed above; (b) a course in political science methods (POL 280) normally taken in the junior year; and (c) one political science seminar course (POL 290) normally taken in the senior year.

No more than six hours may be taken toward the major from introductory courses (100-level courses). Majors may not take the introductory courses during their senior year. Highly motivated students who would like to further expand or apply their study beyond the normal course of offerings can undertake internships, individual studies, or directed readings if they fulfill the minimum overall GPA requirements of 3.0. No more than three hours for any one or any combination of the following courses may be counted toward the major: POL 287, 288, or 289. Transfer hours toward the major are awarded on an individual case-by-case basis at the discretion of the department chair. A minimum grade point average of 2.0 in all courses completed in political science at Wake Forest is required for graduation with the major.

The senior seminar provides an opportunity for majors to experience something comparable to a graduate seminar. As such, it is conducted more by discussion than by lecture and enables students to read and reflect upon advanced scholarly material. The seminar also offers students the opportunity in their final year to create a research paper of greater length and sophistication than is customary and to develop the research and writing skills appropriate to the task.

Honors. Students who write an outstanding seminar paper may be nominated for "Honors in Political Science" if they have a 3.3 overall grade point average and a 3.6 political science grade

point average. In addition, the candidate's seminar paper must be defended before the departmental honors committee. For additional information department faculty members should be consulted.

Five-Year BA/MA Degree. Political science majors who minor in Latin-American studies also have the opportunity to pursue a five-year cooperative BA/MA degree program at Georgetown University in Washington, DC.

The minor in political science consists of eighteen hours. Fifteen of the hours must be taken at Wake Forest. No more than six hours may be taken toward the minor from introductory courses (100-level courses). Highly motivated students who would like to further expand or apply their study beyond the normal course of offerings can undertake internships, individual studies, or directed readings if they fulfill the minimum GPA requirements of 3.0. No more than three hours for any one or any combination of the following courses may be counted toward the minor: POL 287, 288, or 289. Transfer hours toward the minor are awarded on an individual case-by-case basis at the discretion of the chair. A minimum grade point average of 2.0 in all courses completed in political science at Wake Forest is required for graduation with the minor.

A student who selects political science to fulfill the Division IV requirement must take one of the following courses: POL 113, 114, 115, or 116. Students who are not majors in political science may take upper-level courses as electives without having had lower-level courses, unless a prerequisite is specified.

American Politics

113. American Government and Politics. (3h) The nature of politics, political principles, and political institutions, with emphasis on their application to the U.S. (D)

210. Topics in U.S. Politics and Policy. (1h or 3h) Intensive study of one or more major problems in contemporary U.S. politics and policy. Course may be retaken for credit if topic varies.

211. Political Parties, Voters, and Elections. (3h) Examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

212. U.S. Policymaking in the Twenty-first Century. (3h) Examines the contemporary U.S. policymaking process. Special attention to ways issues become important and contributions of different political actors, institutions, and ideologies in the passage or rejection of policy proposals. Considers a range of social, economic, and regulatory policies.

215. Citizen and Community. (3h) Examination of the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis on a policy issue of national importance (i.e. poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community. Service-learning course.

216. U.S. Social Welfare Policy. (3h) Analysis of U.S. social policymaking and policy outcomes on issues such as welfare, education, health care, and Social Security, with emphasis on historical development and cross-national comparison.

217. Politics and the Mass Media. (3h) Exploration of the relationship between the political system and the mass media. Two broad concerns are the regulation of the mass media and the impact of media on political processes and events. Also listed as JOU 277.

218. Congress and Policymaking. (3h) Examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policy-making in the U.S.

219. Political Participation. (3h) Examination of political participation in the U.S., with emphasis on electoral and non-electoral avenues through which individuals and groups wield influence in politics and government, including voting, interest groups, and social movements. Service-learning course.

220. The American Presidency. (3h) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

221. State Politics. (3h) Examination of institutions, processes, and policies at the state level, with emphasis on the different patterns of governance in the various states and the consequences of the recent revitalization of state governments.

222. Urban Politics. (3h) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis. Service-learning course. (CD)

223. Blacks in American Politics. (3h) Survey of selected topics, including black political participation, political organizations, political leadership, and political issues. Shows the relationship of these phenomena to American political institutions and processes as a whole.

225. American Constitutional Law: Separation of Powers and the Federal System. (3h) Analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations.

226. American Constitutional Law: Civil Liberties. (3h) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused. Not open to first-year students.

227. Politics, Law, and Courts. (3h) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.

228. The Politics of Public Education. (3h) Introduces students to some of the most popular and contentious contemporary education policy debates and discusses what the U.S. school system tells us about the country's fundamental political commitments.

229. Women and Politics. (3h) Examines classical and contemporary arguments regarding the participation of women in politics, as well as current policy issues and changes in women's political participation.

Comparative Politics

114. Comparative Government and Politics. (3h) Analysis of political institutions, processes, and policy issues in selected countries. Case studies are drawn from Africa, Asia, Europe, and Latin America. (CD, D)

231. Western European Politics. (3h) Comparative analysis of political institutions, processes, and policy issues in selected West European countries. Special attention is given to case studies involving Great Britain, France, Germany, Italy and to the process of European integration.

232. Politics in Russia and Eastern Europe. (3h) Analysis of the political, economic, and social patterns of the region, emphasizing the internal dynamics of the political and economic transition processes currently underway.

233. The Politics of Modern Germany. (3h) Study of the historical legacy, political behavior, and governmental institutions of contemporary Germany (newly unified Germany).

234. United Kingdom Politics in a Global Age. (3h) Introduces the nature and content of contemporary United Kingdom politics by placing those politics in a wider analysis of United Kingdom history, society, and international positions. (CD)

235. European Integration. (3h) Combines different approaches to the study of Europe by examining European integration—as highlighted by the development of the European Union—through the lenses of history, politics, culture, and economics.

236. Government and Politics in Latin America. (3h) Comparative analysis of the institutions and processes of politics in the Latin American region. (CD)

237. Comparative Public Policy in Selected Industrialized Democracies. (3h) Analysis of public policy choices involving such matters as health care, education, environment, and immigration in Western Europe and the U.S.

238. Comparative Economic Development and Political Change. (3h) Overview of the relationship between economic development, socio-structural change, and politics since the creation of the international capitalist system in the sixteenth century. Organized around case studies of industrialized democracies, evolving Communist systems and command economies, and “Third World” countries.

239. State, Economy, and International Competitiveness. (3h) Introduces a range of important case studies of national economic performance and does so in such a manner as to illustrate the role of public policy in economic performance in a number of leading industrial economies (the U.S., United Kingdom, Germany, Sweden, and Japan).

240. Human Rights in Latin America. (3h) Looks at the policy dilemmas that both restored and new democracies face when dealing with past human rights violations and how they engage in restructuring the domain of human rights in a changed global environment. Case studies focus primarily on Latin America within a comparative framework. (CD)

242. Topics in Comparative Politics. (1h or 3h) Intensive study of one or more major problems in contemporary comparative politics. Course may be retaken for credit if topic varies.

244. Politics and Literature. (3h) Examination of how literature can extend knowledge of politics and political systems. Considers the insights of selected novelists.

245. Ethnonationalism. (3h) Concerned with the role of ethnicity in world politics. Focuses on both theoretical and substantive issues relating to: (a) nature of ethnicity and ethnic group identity; (b) sources of ethnic conflict; (c) politics of ethnic conflict; (d) policy management of ethnic conflict; and (e) international intervention in ethnic conflict.

246. Politics and Policies in South Asia. (3h) Survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka. (CD)

247. Islam and Politics. (3h) Explores the interrelationship of Islam and politics in the contemporary world. Deals with Islam as a political ideology which shapes the structure of political

institutions and behavior. Looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia and others. (CD)

248. Chinese Politics. (3h) Survey of the political institutions and processes in China (People's Republic of China and Republic of China). Emphasizes group conflict, elites, ideology, as well as current policy changes in the process of modernization.

International Politics

116. International Politics. (3h) Survey of the forces that shape relations among states and some of the major problems of contemporary international politics. (CD, D)

251. The Politics of Forced Migration. (3h) Addresses major questions about forced migration in international politics, such as: What causes people to flee their homes? What are the effects of forced displacement on the host communities? How should considerations of human rights and international law affect our understanding of forced migration?

252. Topics in International Politics. (1h or 3h) Intensive study of one or more major problems of contemporary international politics. Course may be retaken for credit if topic varies.

253. International Political Economy. (3h) Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, North-South relations, environmentalism, human rights and democratization.

254. U.S. Foreign Policy: Contemporary Issues. (3h) Examines the most pressing issues in U.S. foreign policy today, with attention to the historical and institutional context in which U.S. foreign policy is determined.

255. Group Identity in International Relations. (3h) Examines the impact on international politics of nationalism, supranationalism, and globalism, with attention to the origins of group identities and to contemporary trends.

256. International Security. (3h) Explores various theoretical approaches to security studies and contemporary security issues, with special attention to domestic variables, the use of force, strategic culture, weapons of mass destruction, the political economy of national security, and terrorism.

257. Interamerican Relations. (3h) Examines the history and contemporary challenges of relations among the nations of the Americas, including intervention and sovereignty, migration, drugs, economic relations, and contemporary foreign policy.

259. The Arab-Israeli Conflict. (3h) Analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of U.S., Israeli, Palestinian, and Arab states policies.

260. U.S. and East Asia. (3h) Analytical survey of U.S. interaction with East Asia, with emphasis on the strategic security and the political economy of the region. (CD)

261. International Law. (3h) Analyzes major issues in public international law including sources of international law, state sovereignty, territorial jurisdiction, treaties, peaceful settlement of disputes, human rights, and the relationship between international law and domestic law.

262. International Organizations. (3h) Survey of the philosophy, principles, organizational structure, and decision-making procedures of international organizations. In addition to the United Nations system, this course analyzes various international organizations in issues such as collective security, trade, economic development, human rights protection, and the environment.

263. U.S. Foreign Policy in the Middle East. (3h) Critical analysis of U.S. foreign policy with respect to the Middle East since the second World War. Utilizes a case study method of instruction.

264. Moral Dilemmas in International Politics. (3h) Examines moral dilemmas in international politics with reference to theories and cases. Topics include just war doctrine, responsibility of rich countries toward poor countries, exportability of capitalism and democracy, and legitimacy of humanitarian intervention.

266. Civil Wars: Causes and Consequences. (3h) Examines and assesses competing theories of civil war, including economic, ethnic, religious, and ideological explanations. Addresses dilemmas raised by civil war such as the spread of HIV / AIDS, the proliferation of private security companies, and the abuse of humanitarian aid.

267. America in Vietnam: Myth and Reality. (3h) Analysis of American policy toward Vietnam, with special emphasis on the period of 1954-75. Focus is on the relationship between American policies and the problems posed by Vietnamese and American cultures.

268. International Conflict Resolution. (3h) Explores various approaches to conflict resolution through readings, case studies, and simulations. Issues include negotiation and mediation, dealing with war criminals, tradeoffs between justice and peace, and the role of the international community.

Political Theory

115. Political Theory. (3h) Introduction to the central concepts (democracy, liberty, equality, and power) and ideologies (liberalism, conservatism, and socialism) as they have been formulated within some of the main schools of political thought. (D)

269. Topics in Political Theory. (1h or 3h) Intensive study of one or more major topics in political theory. Course may be retaken for credit if topic varies.

270. Ethics and Politics. (3h) Investigation of the relationship between ethical reasoning and political theory. Representative philosophers include Hume, Kant, Nietzsche, Mill, Sidgwick, Green, Ayer, Hare, and McIntyre.

271. Classical Political Thought. (3h) Examination of the nature and goals of classical political theorizing, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers include Plato, Aristotle, and Cicero.

272. Democratic Theory. (3h) Examination of the theoretical underpinnings of democracy and some of the critiques of those foundations. Focus is on understanding some of the major theories of democracy and on how key democratic concepts are defined differently within these various traditions.

273. Marx, Marxism and the Aftermath of Marxism. (3h) Examination of Marx's indebtedness to Hegel, his early humanistic writings, and the vicissitudes of twentieth century vulgar Marxism and neo-Marxism in the works of Lenin, Lukacs, Korsch, Horkeimer, Marcuse, and Sartre.

274. Religion and Politics in Medieval Thought. (3h) Investigation of the medieval encounter between philosophy and revealed religion (Islam, Judaism, and Christianity). Topics include the nature of political community and its role in cultivating virtue; relations between knowledge and power, and between politics and salvation; and the origins of modern ideas of law and freedom.

275. American Political Thought. (3h) Examination of the republican, civic humanistic tradition vs. the liberal, juridical tradition in American political thought from the founding to the present. Readings from Locke, Sidney, the Federalists and anti-Federalists, Spencer, Dewey, Rawls, and Sandel.

276. Modern Political Thought. (3h) Political thought from Machiavelli to the present, including such topics as moral and natural rights, positive and negative freedom, social contract theory, alienation and citizenship. Selected writings from Machiavelli, Locke, Rousseau, Mill, Marx, and Rawls.

277. Feminist Political Thought. (3h) Introduction to feminist thought and its implications for the study and practice of political theory. Topics include feminist critiques of the Western political tradition and schools of feminist political theory. (CD)

279. Varieties of Philosophical Liberalism. (3h) Study of twentieth-century philosophical liberalism such as libertarianism, utilitarianism, liberal utilitarianism, Kantian liberalism and communitarianism with special focus on rival conceptions of freedom and on utilitarianism and its critics.

Seminars and Additional Courses

280. Political Science Methods. (3h) Overview of the methods currently prominent in studying politics. Attention is given to the relationships between theory, method, and findings by focusing on the need to make empirical observation systematic. (QR)

282. Gandhi. (3h) Explores the life, political philosophy, and the method of non-violent coercion (satyagraha) of Gandhi. Students define and implement group projects designed to promote change within the context of Gandhian methodology. Service-learning course.

287. Individual Study. (2h or 3h) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students initiate the project and secure the permission of an appropriate instructor. May be repeated for a maximum of six hours, only three of which may count toward the major. P—POI.

288. Directed Reading. (2h or 3h) Concentrated reading in an area of study not otherwise available. Students initiate the project and secure the permission of an appropriate instructor. P—POI.

289. Internship in Politics. (2h or 3h) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students initiate the project and secure the permission of an appropriate instructor. Normally one course in an appropriate subfield is taken prior to the internship. P—POI.

290. Senior Seminar in Political Science. (4h) Readings and research on selected topics.

Psychology (PSY)

Chair Dale Dagenbach

William L. Poteat Professor of Psychology Deborah L. Best

Professors Robert C. Beck, Terry D. Blumenthal, Dale Dagenbach,

Catherine E. Seta, Carol A. Shively

Lee Faculty Fellow and Associate Professor Batja Mesquita

Ollen R. Nalley Associate Professor William W. Fleeson

Associate Professors Christy M. Buchanan, Janine M. Jennings, James A. Schirillo,

Cecilia H. Solano, Eric R. Stone

Assistant Professors R. Michael Furr, Lisa Kiang, Wayne E. Pratt

Adjunct Professors Jay R. Kaplan, W. Jack Rejeski Jr., Frank B. Wood

Adjunct Associate Professor C. Drew Edwards

Adjunct Assistant Professors Phillip G. Batten, Julia Jackson-Newsom,

Ann Peiffer, William W. Sloan Jr.

Adjunct Instructors Stephen W. Davis, Tina M. Miyake

Visiting Assistant Professors Janet Boseovski, Nicholas L. Carnagey,

Ashleigh D. Haire, Alycia K. Silman

Psychology 151 is a prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 151 and all higher numbered courses except for PSY 270, 280, 282, and 392 count toward Division IV requirements. Psychology 310, 311, 312, or special permission of the instructor is prerequisite for some 300-level courses. See individual course descriptions for specific information.

The major in psychology: It is recommended that students who are considering psychology as a major take PSY 151 in their first year and PSY 311 no later than their junior year. Furthermore, students should take at least one course in addition to PSY 151 before taking PSY 311. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of thirty-two hours in psychology, including 151, 311, 312, and 392. Students who have successfully completed 383 are not required to complete 392. In addition, the major student must complete at least one course from each of the two following groups: Group A: 320, 326, 329, 331, 333, 338; Group B: 341, 351, 355, 362, and 374. No more than forty-two hours in psychology may be counted toward the graduation requirements of 120 hours. No more than three hours of directed study (PSY 280) or independent research (PSY 282) may be counted toward the thirty-two hours required for the major; up to a maximum of five hours may be counted with more than thirty-five hours in the major.

No more than nine hours will be accepted for courses taken at other schools to be counted toward the major. Courses taken at community colleges or college courses taught on high school campuses are not accepted for transfer credit. With the exception of PSY 151, specific courses required for the major must be taken at Wake Forest. The guidelines regarding transfer and credit approval may be modified in rare and special circumstances at the discretion of the psychology department chair.

The minor in psychology requires fifteen hours in psychology including: 151; either 310 or 311; and at least two of the following courses—241, 245, 255, 260, 268, 320, 323, 326, 329, 331, 333,

338, 362 and 374. No more than six hours will be accepted for courses taken at other schools to be counted toward the minor.

A minimum grade average of C on all courses attempted in psychology is required for graduation with either a major or minor in psychology.

Honors. Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation "Honors in Psychology," the student must complete satisfactorily a special sequence of courses (381, 383), pass an oral or written examination, and earn an overall GPA of 3.2 with an average of 3.5 on work in psychology. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information, members of the departmental faculty should be consulted. (Students satisfactorily completing PSY 383 are not required to complete PSY 392.)

100. Learning to Learn. (3h) Workshop designed primarily for first- and second-year students who wish to improve their academic skills through the application of basic principles of learning, memory, organization, etc. Third- and fourth-year students by permission of the instructor only. Pass/Fail only.

151. Introductory Psychology. (3h) Systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number. (D)

239. Altered States of Consciousness. (3h) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—PSY 151. (D)

241. Developmental Psychology. (3h) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—PSY 151. (D)

245. Survey of Abnormal Behavior. (3h) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—PSY 151. (D)

250. Psychology Abroad. (3h) Study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. Usually offered in summer. P—PSY 151. (D)

255. Personality. (3h) Survey of theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—PSY 151. (D)

260. Social Psychology. (3h) Survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—PSY 151. (D)

265. Human Sexuality. (3h) Exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—PSY 151. (D)

268. Industrial/Organization Psychology. (3h) Psychological principles and methods applied to problems commonly encountered in business and industry. P—PSY 151. (D)

270. Topics in Psychology. (1.5h). Focused in-depth review of current theory and research on a selected topic in the field. P—PSY 151.

- 280. Directed Study.** (1-3h) Student research performed under faculty supervision. P—PSY 151 and approval of faculty member prior to registration.
- 282. Independent Research.** (1-3h) Independent reading or research conducted under faculty supervision. P—PSY 151 and approval of faculty member prior to registration. Pass/Fail only.
- 310. Methods in Psychological Research.** (4h) Introduction to statistics and research design for students minoring in psychology. P—PSY 151 (D, QR)
- 311, 312. Research Methods in Psychology.** (4h, 4h) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—PSY 151 (D, QR)
- 313. History and Systems of Psychology.** (3h) The development of psychological thought and research from ancient Greece to the present. P—Two PSY courses beyond 151 or POI. (D)
- 315. Vienna Psychologists.** (3h) Examines the roots of psychological theory in Vienna in the late nineteenth and early twentieth century. Focus is on how the thinking and practice of influential Viennese psychologists were affected by historical, political, and social contexts. Psychologists studied include Sigmund Freud, Adler, Fankl, Anna Freud, and Erikson. (D)
- 320. Physiological Psychology.** (3h) Neurophysiological and neuroanatomical explanations of behavior. P—PSY 310 or 311 or POI. (D)
- 322. Psychopharmacology.** (3h) Survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior. P—PSY 151. (D)
- 323. Animal Behavior.** (3h) A survey of laboratory and field research on animal behavior. P—PSY 310 or 311 or POI. (D)
- 326. Learning Theory and Research.** (3h) Theory and current research in learning, with emphasis on applications of learning principles for behavior modification and comparisons across species. P—PSY 310 or 312. C—PSY 312. (D)
- 329. Perception.** (3h) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—PSY 310 or 312. (D)
- 331. Cognition.** (3h) Current theory and research in cognitive processes. Emphasis on memory, attention, visual and auditory information processing, concept identification/formation, and language. P—PSY 310 or 312. C—PSY 312. (D)
- 333. Motivation of Behavior.** (3h) Survey of basic motivational concepts and related evidence. P—PSY 310 or 312. C—PSY 312. (D)
- 335. Fundamentals of Human Motivation.** (3h) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—PSY 151. (D)
- 338. Emotion.** (3h) Survey of theory methods and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given. P—PSY 310 or 311. (D)
- 341. Research in Developmental Psychology.** (3h) Methodological issues and selected research in developmental psychology. Research projects required. P—PSY 310 or 312. C—PSY 312. (D)

- 344. Abnormal Psychology.** (3h) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. *Offered in the summer.* P—PSY 151. (D)
- 346. Psychological Disorders of Childhood.** (3h) Survey of problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasis on causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—PSY 245 or 344 or POI. (D)
- 351. Personality Research.** (3h) The application of a variety of research procedures to the study of human personality. Research projects required. P—PSY 310 or 311. (D)
- 355. Research in Social Psychology.** (3h) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—PSY 310 or 311. (D)
- 357. Cross-Cultural Psychology.** (3h) Examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—PSY 151. (CD, D)
- 359. Psychology of Gender.** (3h) Exploration of the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior. P—PSY 151. (CD, D)
- 362. Psychological Testing.** (3h) Overview of the development and nature of psychological tests with applications to school counseling, business, and clinical practice. Students have the opportunity to take a variety of psychological tests. P—PSY 310 or 311. (D)
- 363. Survey of Clinical Psychology.** (3h) Overview of the field of clinical psychology. P—PSY 245 and senior standing or POI. (D)
- 364. Prejudice, Discrimination, Racism, and Heterosexism.** (3h) Comparison of various socio-cultural/ethnic/sexual groups' similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, racism, and heterosexism, with an emphasis on past and current trends in the U.S. P—PSY 151 or POI. (CD, D)
- 367. Effectiveness in Parent/Child Relations.** (3h) Survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P—PSY 151. (D)
- 374. Judgment and Decision Making.** (3h) Theoretical and empirical examination of how people make decisions and judgments about their lives and the world, and how these processes can be improved. P—PSY 310 or 311. (D)
- 381. Honors Seminar.** (3h) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—PSY 311 and POI. (D)
- 383. Honors Research.** (3h) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—PSY 311 and POI. (D)
- 392. Contemporary Issues in Psychology.** (1.5h) Seminar treatment of current theory and research in several areas of psychology. Required for senior majors. P—PSY 311, P or C—PSY 312, and senior standing.

Religion (REL)

Chair Stephen B. Boyd

Albritton Professor of the Bible Fred L. Horton Jr.

Easley Professor of Religion Stephen B. Boyd

Professors John E. Collins, Kenneth G. Hoglund, Charles A. Kimball

Associate Professor Mary F. Foskett

Z. Smith Reynolds Foundation Fellow and Associate Professor James Ford

Associate Professor Simeon Ilesanmi

Assistant Professors Lynn Neal, Jarrod Whitaker

Adjunct Professor Bill J. Leonard

Adjunct Associate Professor Mark Jensen

Visiting Assistant Professors Megan Moore, Elaine Swartzentruber

The study of religion is a way of organizing academic inquiry into how human beings and human cultures express and experience their religious needs, beliefs, and values. It involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. Using cross-cultural and interdisciplinary approaches, religious studies investigate and interpret systems of religious belief, the history of religious traditions, the function of religion in society, and forms of religious expression such as ritual, symbols, sacred narrative, scripture, practices, theological and philosophical reflection. Students of religion, whether adherents of a religion or of no religion, gain tools to understand, compare, and engage the phenomenon of religion and its role in human life and culture.

A major in religion requires a minimum of twenty-seven hours, of which twenty-one must be in courses above the 100-level. Students must take one course from each of three areas (Biblical Studies; Religion, History and Society; World Religions) as designated by the course groupings below. In addition, students must take one of the following courses that focus on methodological approaches to the study of religion: 300, 304, 318, 330, 350, 351, 387. Majors interested in graduate studies are strongly encouraged to take REL 300 for this requirement.

A minor in religion requires fifteen hours, nine of which must be above the 100-level and one course from the area of World Religions. The department provides advisers for students pursuing a minor.

Honors. Highly qualified majors are encouraged to apply for admission to the honors program. Students who wish to pursue this option should refer to the honors guidelines, available by selecting the undergraduate tab at www.wfu.edu/religion, for an overview of requirements and procedures. Upon completion of all requirements, the candidate may graduate with "Honors in Religion."

General Courses

101. Introduction to Religion. (3h) Study of meaning and value as expressed in religious thought, experience, and practice. Focus varies with instructor. (D)

102. Introduction to the Bible. (3h) Study of the forms, settings, contents, and themes of the Old and New Testaments. Focus varies with instructor. (D)

- 103. Introduction to the Christian Tradition.** (3h) Study of Christian experience, thought, and practice. Focus varies with instructor. (D)
- 104. Introduction to Asian Religions.** (3h) Study of thought and practice within the major religious traditions of South and East Asia, generally including Hinduism, Buddhism, Islam, Confucianism, and Taoism. Focus may vary with instructor. (CD, D)
- 282. Honors in Religion.** (3h) Conference course including directed reading and the writing of a research project. (Group I-III with department approval)
- 286, 287. Directed Reading.** (1-3h) A project in an area of study not otherwise available in the department. May be repeated for credit. (Group I-III with department approval) P—POI.
- 300. Approaches to the Study of Religion.** (3h) Explores the history of and methodological resources for the study of religion. Focus may vary according to the instructor, but the emphasis is on the ways religion has been defined, studied, and interpreted over the last several centuries.
- 304. Myth, Ritual, and Symbolism.** (3h) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices. Also listed as ANT 336. P—ANT 111 or 112 or 113 or 114, or POI. (CD)
- 350. Psychology of Religion.** (3h) Examination of the psychological elements in the origin, development, and expression of religious experience.
- 351. Sociology of Religion.** (3h) Introduction to the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change. Also listed as SOC 301.
- 390. Special Topics in Religion.** (1.5h-3h) Religion topics of special interest. May be repeated for credit. Group I-III with department approval. P—POI.
- 391-394. Reserved for Special Topics.** Group I-III with department approval.
- 396-399. Reserved for Inter-religious Dialogue.** Group I-III with department approval.

Group I — Biblical Studies

- 261. Foundations of Traditional Judaism.** (1.5h) Study of rabbinic and medieval Judaism, emphasizing the post-biblical codification of Jewish thought in the Mishnah, Talmud, and Midrash.
- 285. Seminar in Early Christian Studies.** (3h) Designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. Explores, from various points of view, the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions, and philosophies. May be repeated for credit. Also listed as CLA 285.
- 308. Sacred Scripture in the Traditions of Abraham.** (3h) Comparative study of sacred texts in Judaism, Christianity, and Islam with attention to the issues of authority, function and interpretation.
- 310. The Prophetic Literature.** (3h) Examination of the development and theological contents of the literary products of Israel's prophetic movement.
- 311. The Psalms.** (1.5h, 3h) Study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics, and its importance for our understanding

of the religion and culture of ancient Israel. (The first half of the course may be taken for 1.5 hours and is a prerequisite for the second half.)

312. The Critical Study of the Pentateuch. (3h) Study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

313. Near Eastern Archaeology. (3h) Survey of twentieth-century archaeology in the Near East with attention to its importance for Biblical studies.

314. Ancient Israel and Her Neighbors. (1.5h) Study of ancient Near Eastern archeology with emphasis on Israel's relationships with surrounding peoples.

315, 316. Field Research in Biblical Archaeology. (3h, 3h) Study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

317. Wisdom Literature. (3h) Examination of the development, literary characteristics, and theological contents of the works of ancient Israel's sages.

318. Feminist and Contemporary Interpretations of the New Testament. (3h) Study of feminist and contemporary approaches to the New Testament in light of the history of New Testament interpretation and a range of contemporary concerns and interpretive contexts.

319. Visions of the End: Jewish and Christian Apocalyptic. (3h) Reading and study of Daniel, Revelation, and certain non-Biblical apocalyptic texts.

320. The Search for Jesus. (3h) Study of issues, assumptions, evidence, and debate that shapes the continuing quest for the historical Jesus.

321. Introduction to the New Testament. (3h) Intensive introduction to the literature of the canonical New Testament along with methodologies for its study.

322. The General Epistles. (3h) Exegetical study of two or more of the general Epistles, with emphasis on the setting of the Epistles in the life of the early church.

323. The Parables of Jesus. (3h) Examination of the historical, social, cultural, and theological significance of the parables of Jesus as recorded in the Synoptic Gospels.

324. Early Christian Literature. (3h) Examination of various literatures and perspectives of the first three centuries of the Christian movement.

326. Early Christian Theologians: Paul. (3h) Introduction to the Pauline interpretation of Christianity and its place in the life of the early church.

327. The Story of Jesus. (3h) Reading, critical study, and interpretation of one of the canonical Gospels.

Group II — Religion, History, and Society

210. Jerusalem in History and Tradition. (3h) Examination of the ways meaning and religious significance have been imparted to Jerusalem far beyond its significance in world history.

262. Contemporary Judaism. (1.5h) Survey of Judaism today, including influences of the Enlightenment, Hasidism, Zionism, the Holocaust, and feminism.

- 263. Contemporary Catholicism.** (1.5h) Introduction to recent thought and practice in the Roman Catholic Church.
- 266. Religious Sects and Cults.** (3h) Examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.
- 277. Faith and Imagination.** (3h) Study of modern writers, including C.S. Lewis and J.R.R. Tolkien, who seek to retell the Christian story in imaginative terms.
- 301. Myth.** (3h) Study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.
- 303. Religion and Science.** (3h) Examination of the ways in which religion and science have conflicted with, criticized, and complemented one another in the history of Western thought, with an emphasis on the issues raised by the contemporary dialogue.
- 325. Theology and Contemporary Literature.** (3h) Exploration of religious themes in a variety of contemporary literature such as Salinger, Walker and Silko with attention given to the intersections and differences between theological and literary writing.
- 330. Comparative Religious Ethics.** (3h) Comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with particular focus on their various methods of reasoning and sources of authority.
- 331. Christian Ethics and Social Justice.** (3h) Inquiry from a Christian perspective into different theoretical and practical responses to issues of justice in society.
- 332. Religion and Public Life.** (3h) Examination of alternative historical paradigms within specific religious traditions and the implications of those paradigms for the public activity of their adherents. Traditions and topics, including religious leadership, social entrepreneurship, and the separation of church and state, may vary with instructor.
- 335. Religious Ethics and the Problem of War.** (3h) Examination of the causes and characteristics of war, various religious responses to it, and approaches to peacemaking, with attention to selected contemporary issues.
- 336. Religious Traditions and Human Rights.** (3h) Study of relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.
- 338. Religion, Ethics, and Politics.** (3h) Examination of ethical issues in religion and politics using materials from a variety of sources and historical periods.
- 340. Men's Studies and Religion.** (3h) Examination of the ways in which masculine sex-role expectations and male experiences have both shaped religious ideas, symbols, rituals, institutions, and forms of spirituality and have been shaped by them. Attention is given to the ways in which race, class, and sexual orientation affect those dynamics.
- 341. Civil Rights and Black Consciousness Movements.** (3h) Social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. Also listed as HST 376. (CD)
- 345. The African-American Religious Experience.** (3h) Exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements. (CD)

346. Pentecostalism in Global Perspective. (3h) Examination of the history, theology, and practices of Pentecostalism, the fastest growing Christian movement worldwide. Focus is on origins among poor whites and recently freed African Americans and the expansion in South America, Asia, and Africa.

347. The Emerging Church in the Two-Thirds World. (3h) Investigation of contemporary Christian communities in Africa, Asia, the Caribbean, and Latin America with special attention to theological, political, and economic activities. (CD)

348. Reconciling Race. (3h) Comparative history of twentieth-century racial oppression, black rebellion, and religious reconciliation. Also listed as HST 378. (CD)

354. Religious Development of the Individual. (3h) Study of growth and development from infancy through adulthood with emphasis on the role of the home and the church in religious education.

365. History of Religions in America. (3h) Study of American religions from colonial times until the present.

366. Gender and Religion. (3h) Examination of the historical and contemporary interaction between religion and sex roles, sexism, and sexuality.

367. The Mystics of the Church. (3h) Historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.

368. Protestant and Catholic Reformations. (3h) Study of the origin and development of Reformation theology and ecclesiology.

369. Radical Christian Movements. (3h) Study of selected radical movements in the Christian tradition and their relation to contemporary issues.

370. Women and Christianity. (3h) Study of the roles and contributions of women within Christian traditions throughout history and analysis of the mechanisms of their oppression and liberation within those traditions.

371. Theology and Sexual Embodiment. (3h) Survey of theological responses to human sexuality with emphasis on contemporary issues.

372. History of Christian Thought. (3h) Study of recurring patterns in Christian thought across time and cultures and some of the implications of those patterns in representative ancient and modern Christian figures.

373. Cinema and the Sacred. (3h) Investigation of select theological and religious themes in contemporary film.

374. Contemporary Christian Thought. (3h) Examination of the major issues and personalities in modern theology.

375. Theological Perspectives on Ecology. (3h) An examination of historical, theological and ethical perspectives on the relationship between humanity and nature. The focus will be on Christian sources with attention given to contemporary ecofeminists, ecopsychologists, and ecotheologians.

376. Christian Literary Classics. (3h) Study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

- 377. The Problem of Evil from Job to Shakespeare.** (3h) Comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.
- 379. Feminist and Liberation Theologies.** (3h) Exploration of social, political, and religious contexts that have given rise to contemporary theological understandings of salvation as freedom from conditions of oppression, poverty and exploitation.
- 395. Seminar in Jewish-Christian Relations.** (3h) Study of Jewish-Christian relations in historical, social, political, and religious context. Focus varies with instructor.

Group III — World Religions

- 265. Culture and Religion in Contemporary Native America.** (3h) Interdisciplinary survey of American Indian culture, including the arts and literature, religions, and historical changes. Special emphasis is placed on the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments. Also listed as HMN 285. (CD)
- 273. World Religions in Dialogue.** (3h) Team-taught course exploring issues and problems that arise from the interaction between religion, society, and culture worldwide. Choice of themes and religious traditions may vary in accordance with the instructors' areas of specialization and expertise.
- 302. Mysticism.** (3h) Study of mysticism from a multi-religious perspective with emphasis on the psychological and sociological aspects of the phenomenon.
- 339. Religion, Society, and Power in Africa.** (3h) Interdisciplinary study of the growth transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions) and of their relations with secular social changes.
- 359. Hinduism in America.** (3h) Study of the meanings, values, and practices associated with the religions of Hinduism in dialogue with the dominant culture of America.
- 360. World Religions.** (3h) Examination of the ideas and practices of major religious traditions in their historical and cultural contexts. Focus varies with instructor. (CD)
- 361. The Buddhist World of Thought and Practice.** (3h) Survey of the development of Buddhism from India to Southeast Asia, China, Tibet, Japan, and the West, focusing on the transformation of Buddhist teachings and practices in these different social and cultural contexts. (CD)
- 362. Islam.** (3h) Examination of the origins and development of Islam. Attention is given to the formation of Islamic faith and practice, as well as contemporary manifestations of Islam in Asia, Africa, and North America.
- 363. The Religions of Japan.** (3h) Study of the central religious traditions of Japan from pre-history to the present, including Shinto, Buddhism, Zen Buddhism, Christianity, and Confucianism. (CD)
- 364. Conceptions of the Afterlife.** (3h) Examination of the variety of answers given to the question: "What happens after death?" Attention is given to the views of Jews, Christians, Muslims, Hindus, and Buddhists and the ways their views relate to life in this world.
- 380. The Main Streams of Chinese Philosophy and Religion.** (3h) Introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daosim (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. Also listed as PHI 350.

381. Zen Buddhism. (3h) Examination of the origins and development of Zen Buddhism from China (Ch'an) to Japan and contemporary America. Attention is given to Zen doctrine and practice in the context of the broader Buddhist tradition.

382. Religion and Culture in China. (3h) Thematic study of Chinese religious culture focusing on history, ritual, scripture, and popular practice. Additional topics include cosmology, ancestor veneration, shamanism, divination, and the role of women. (CD)

383. The Quran. (3h) Introduction to the history, content, and main approaches to the sacred book of Islam. Focus is on the early centuries of Islam and major developments in the twentieth and twenty-first centuries.

384. Muhammad: Prophet and Paradigm. (3h) Exploration of the issues, assumptions, evidence, and debates that frame the various ways Muslims and non-Muslims understand the prophet of Islam.

385. Hindu Religious Traditions. (3h) Examination of the principal themes of traditional Hinduism with concentration on historical and cultural developments of various traditions placed under the heading "Hinduism."

386. Indian Epics in Performance. (3h) Examines the two Indian epics, the Mahabharata and Ramayana, while considering comparative issues of oral transmission, aesthetic theory, and epic performance.

387. Magic, Ritual, & Power in Indian Culture. (3h) While paying special attention to academic theories of magic, this course considers magic in India, especially the Atharvaveda.

Near Eastern Languages and Literature (NLL)

Up to three hours from NLL courses 200 or above may be counted toward the major. No NLL course may count toward the minor.

111, 112. Elementary Hebrew. (3h, 3h) A course for beginners in the classical Hebrew of the Bible with emphasis on the basic principles of grammar and the reading of biblical texts. Both semesters must be completed.

111M. Elementary Arabic in an Immersion Setting. (6h) Five-week introduction to Modern Standard Arabic. *Taught during the summer in Fez, Morocco.*

113M. Colloquial Moroccan Arabic in an Immersion Setting. (3h) Five-week course presents the rudiments of the spoken dialect with emphasis on developing the necessary structures for everyday interactions with native speakers. Can be taught with or without recourse to the Arabic script depending on student interest. Students wishing to register must complete an application early in the preceding spring semester in the Center for International Studies and must be admitted to the course. *Taught during the summer in Fez, Morocco.*

153. Intermediate Hebrew. (3h) Intensive work in Hebrew grammar and syntax. Based upon the reading of selected texts. Readings emphasize post-biblical Hebrew. P—Hebrew 111, 112 or the equivalent.

211. Hebrew Literature. (3h) Reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (3h) Reading and discussion of significant Biblical and post-Biblical texts. *On request.* P—Hebrew 153.

301. Introduction to Semitic Languages. (3h) Comparative study of the history and structure of the languages of the Semitic family. *On request.*

302. Akkadian I. (3h) Analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of Semitic languages. *On request.*

303. Akkadian II. (3h) Continuation of Akkadian I (NLL 302) with emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *On request.*

310. Intermediate Readings in Classical Hebrew. (1h) Analysis of selected texts designed to expand the student's facility with Hebrew. May be repeated for credit.

311. Aramaic. (3h) The principles of Aramaic morphology, grammar, and syntax based on readings from the Bible and other ancient Near Eastern texts. *On request.* P—NLL 112 or POI.

314. Readings from the Rabbis. (3h) Texts in Hebrew and Aramaic from the Talmud and Midrash. *On request.* P—NLL 311 or POI.

315. Syriac. (3h) Study of the grammar, syntax, and scripts of Syriac based on the reading of selected texts. *On request.* P—NLL 311 or POI.

321, 322. Introduction to Middle Egyptian I and II. (3h, 3h) The phonology, morphology, and grammar of Middle Egyptian. *On request.*

325. Coptic. (3h) The phonology, morphology, and grammar of Sahidic Coptic with special emphasis on the texts from Nag Hammadi. Some knowledge of Greek is helpful. *On request.*

Sanskrit Languages and Literature (SKT)

No SKT course may count toward the major or minor in religion.

111-112. Introduction to Sanskrit. (3h, 3h) Two-semester sequence designed to introduce students to classical Sanskrit with emphasis on the basic principles of grammar, syntax, historical linguistics, and the reading of classical Indian texts. *On request.*

Romance Languages

Chair Byron Wells

Charles E. Taylor Professor of Romance Languages Candelas S. Gala

Professors Antonio C. Vitti, Byron R. Wells, M. Stanley Whitley

Associate Professors Jane W. Albrecht, Sarah E. Barbour, Mary L. Friedman, Ola Furmanek,

Luis González, Linda S. Howe, Judy K. Kem, Soledad Miguel-Prendes, Roberta Morosini,

Stephen Murphy, María Teresa Sanhueza, Kendall Tarte

Assistant Professors Irma Alarcón, Margaret Ewalt, J. Michael Fulton, Anne E. Hardcastle,

Kathryn Mayers, Stéphanie Pellet

Visiting Assistant Professors Elisabeth Barron, Corrado Corradini, Vera Castro, Ana León-Távora,

Patricia Swier, Alicia Vitti, Itzá Zavala-Garrett,

Lecturers Elizabeth Mazza Anthony, Elisabeth d'Empaire Wilbert

Instructors Jorge Avilés-Diz, Karina Bautista, Justin Bennett, Celia Garzón-Arrabal, Renée Gutiérrez,

Rebekah Morris, Véronique M. McNelly, Claudia Ospina, Jenny Puckett, Encarna Turner

The department offers programs leading to majors in French and Spanish, minors in French, Italian, and Spanish, and certificates in Spanish and French for business, and in Spanish translation and Spanish interpreting. The requirements for completion of each degree program are those in effect in the bulletin year when the declaration of the major, minor, and certificate occurs.

The major in French Studies requires a minimum of twenty-seven hours of French courses numbered above 212 or 213. FRH 216, 315, 319, 370, one of the genre courses (363, 364, or 365), and four other courses are required. Students are advised and encouraged to take related courses in other areas of the University curriculum, such as HST 217, 218, and 317, and HMN 222. Students must achieve at least a C grade in each course in the major. In order to count for the major, 319 must be taken at Wake Forest. Credit towards the major cannot be received for both 320 and 3202.

The minor in French Studies requires a minimum of eighteen hours of French courses numbered above 212 or 213. FRH 216, 315, 319 and three other courses are required. With departmental approval, equivalent courses may be selected from the Dijon program, and certain other substitutions may be made. In order to count for the minor, 319 must be taken at Wake Forest. Credit towards the minor cannot be received for both 320 and 3202.

The major in Spanish requires a minimum of twenty-seven hours of Spanish courses numbered above 213. SPN 317 or SPA 217, SPN 318 or SPA 218, SPN 319 or 319L or SPA 219 or 219L or SPA 2199, plus three advanced courses in literature, of which one must be in Spanish literature and one in Spanish-American literature, and three electives are required. Students must achieve at least a C grade in each course in the major. In order to count for the major, SPN 319 or SPA 219 must be taken at Wake Forest or in Salamanca.

The minor in Spanish requires a minimum of eighteen hours in Spanish courses numbered above 213. SPN 317 or SPA 217, SPN 318 or SPA 218, SPN 319 or 319L or SPA 219 or 219L or SPA 2199 and one advanced course in literature are required. With departmental approval, equivalent courses may be selected from the programs in Salamanca, Querétaro, or Havana, and certain other substitutions may be made.

The minor in Italian language and culture requires fifteen hours in Italian above ITA 153. It includes ITA 213, 216, 319, 320, and 324 or their equivalents. Students must achieve at least a C grade in each course in the minor.

Certificate in Spanish for Business requires SPN 319 or SPN 319L or SPA 219 or SPA 219L; SPN 387 or SPA 329; SPN 388 or SPA 330, 381, and one additional course above 213 in any area of Hispanic literature or culture. SPN 389 or SPA 385; or SPA 3859 are strongly recommended. SPN 387I or SPA 3289 may be substituted for either SPN 387 or SPA 329; or SPN 388 or SPA 330.

Certificate in Spanish for Medical Professions requires fifteen hours above 213. It includes SPN 319 or 319L; or SPA 219 or 219L; SPN 316 or SPA 220, SPN 385 or SPA 327, 382, and one additional course above 213.

Certificate in Spanish Translation/Localization (STL) teaches strategies of Spanish into English translation and introduces students to various software language applications; includes an internship in a professional translation environment (384). Hours: 13-15. Requirements include SPN 324 or SPA 380 and 381; LIN 383; and either SPN 387 or SPA 329 or 382.

Certificate in Spanish Interpreting (SI) teaches strategies for different types of Spanish/English interpreting; includes an internship (384). Hours: 10-12. Requirements include one literature course above 213, 382, 384, and any one of the following: SPN 387 or SPA 329; or SPN 324 or SPA 380 or 381; or LIN 383.

Certificate in French for Business requires FRH 319, 321, 329, 330, and one additional course in French above 212 or 213.

All majors, minors, and certificate students are strongly urged to take advantage of the department's study abroad programs.

Transfer credit for courses approved as 500 will count toward the major or minor. Courses approved as SPN 500S will fulfill an advanced Peninsular literature requirement for the major or minor. Courses approved as SPN 500A will fulfill an advanced Latin-American literature requirement for the major or minor. Courses approved as SPN 500E will count as an elective for the major or minor. Transfer credit approved as 520 will not count toward the major or minor.

Honors. The honors designation in Romance Languages is a recognition of outstanding scholarship in the field, as evidenced by academic achievement, critical thinking, and intellectual initiative. Highly qualified majors selected by the Romance Languages faculty are invited to participate in the honors program, which candidates undertake in addition to the requirements for the major.

The honors program requires completion of SPN 398 or SPA 390 or FRH 390 (Directed Reading, 1.5h) and SPN 399 or SPA 391 or FRH 391 (Directed Research, 3h). Directed Reading, normally taken during a student's last semester, includes reading and discussion of a number of texts on the selected topic, and a written exam covering these texts. At the end of fall semester, the student submits an annotated bibliography and an abstract of the honors thesis. Directed Research, taken during the student's final semester, consists of writing the thesis following a schedule established by the director and the student. At the end of this course, the honors student defends the thesis orally before appropriate faculty who collectively may confer honors.

Intensive Summer Language Institute (ISLI)

Purpose: ISLI is a language immersion program. It offers a curriculum that enables students to achieve the necessary proficiencies in the Spanish language at the beginning-intermediate level and be better prepared to perform in subsequent courses in which they may enroll.

Intensive Summer Language Institute (ISLI) on the Wake Forest Campus: ISLI on campus offers SPN 153S. Intensive Beginning and Intermediate Spanish in an Immersion Setting. (8h). This is an accelerated five-week course in an immersion setting that is offered in the first summer term. Class size is reduced for individualized instruction. Requirements include daily classes, six hours per day; one-hour daily lunches with instructors in the target language; two-hour extra curricular activities two evenings per week; two Saturday mornings; housing in the language designated residence hall (optional); and a pledge to speak the target language.

Intensive Summer Language Institute (ISLI) in Italy: (8h) Wake Forest conducts a six-week immersion program in elementary or intermediate Italian during a special summer term, five weeks in Casa Artom in Venice and one week in another Italian location. Students enroll in either ITA 113V or 153V.

Information on courses offered as part of the Intensive Summer Language Institute is included in the course listings.

French (FRH)

111, 112. Elementary French. (3h, 3h) Two-semester sequence designed to help students understand and speak French and also learn to read and write French at the elementary level. Labs required.

113. Intensive Elementary French. (4h) Review of the material from 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required. By placement or faculty recommendation.

113F. Intensive Elementary French in an Immersion Setting. (8h) Six-week intensive course designed for students with a maximum of one semester of previous study in French, taught during the summer in France or a francophone country. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and must be admitted to the course. Credit is not given for both FRH 113F and 112.

153. Intermediate French. (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of readings in FRH 212 and 213. Note that 153 and other 153 marked courses (153F, 154) are mutually exclusive. Labs required. P—FRH 111-112, or 113, or placement.

153F. Intermediate French in an Immersion Setting. (6h) Five-week course taught during the summer in France or a francophone country. Covers the language and cultures of the francophone world. No student may receive credit for both 153 and 153F. Students wishing to register must complete an application for the summer study-abroad program to be admitted. P—FRH 112, 113 or POI.

154. Accelerated Intermediate French. (3h) Intensive, intermediate-level course intended for students with a stronger background than required of 153 students. Offers the opportunity to develop reading, writing, and conversation skills and prepare for oral and written discussion of readings in FRH 212 and 213. Labs required. P—POI or placement.

- 196. French Across the Curriculum.** (1.5h) Coursework in French done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or Pass/Fail. P—POI.
- 197. French for Reading Knowledge.** (1.5) Review of essential French grammar usage, vocabulary and processing strategies for reading types of literary, social science, and technical publications for content. Designed for students interested mainly in strengthening reading proficiency in the language, and aimed at preparing students to take the graduate reading exam administered at the end of the course. *Offered only in the first half of the semester.* Pass/Fail only. P—Intermediate French, or its equivalent, and placement exam. Undergraduate credit given.
- 198. Internship in French Language.** (1.5h or 3h) Under faculty direction, a student undertakes a language project in conjunction with an off-campus service commitment or internship. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. Pass/Fail only. P—FRH 319 or POI.
- 212. Exploring the French and Francophone World.** (3h) Exploration of significant cultural expressions from the French and francophone world. Emphasis both on the development of competence in speaking, reading and writing French and on understanding how particular French-speaking societies have defined themselves. Students cannot receive credit for 212, 213, and 213H. P—FRH 153 or equivalent.
- 213. Encounters: French and Francophone Literature and Culture.** (3h) Encounters with significant literary expressions from the French-speaking world. Emphasis on the advancement of competence in speaking, reading and writing and on the analysis of literature in its cultural contexts. Highly recommended for prospective majors and minors. Students cannot receive credit for 212, 213, and 213H. P—153 or equivalent.
- 213H. Encounters: French and Francophone Literature and Culture (Honors).** (3h) In the honors section of the course, texts covered are much the same as those presented in other FRH 213 sections, but coursework focuses more intensely on developing effective reading strategies and on improving written and oral expression in the language. Intended for students with a stronger background in French (shown, for example, by a 3, 4, or 5 on the AP French Language Exam, by a high Wake Forest placement exam score, or by completion of FRH 154). Students cannot receive credit for 212, 213, and 213H. P—FRH 153 and POI.
- 216. Studies in French and Francophone Literature and Culture.** (3h) Study of the ways in which various aspects of French and francophone cultures appear in different literary genres over certain periods of time. Emphasis is on reading and discussion of selected representative texts. May be repeated for credit when topics vary. Required for major. P—FRH 212 or 213 or POI. (CD)
- 217F. Conversation, Culture, and Literature.** (8h) Six-week course taught in the summer in France or a francophone country. Includes both language study and literary texts. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and must be admitted to the course. P—FRH 212, 213 or equivalent.
- 315. Introduction to French and Francophone Studies.** (3h) Orientation in French and francophone cultures through their historical development and their various forms. Includes the study of literary, historical, and social texts, and possibly films, art, and music. Required for major. (A student taking 3152 as part of the Dijon program would receive credit for this course. Please see the description of the Dijon program for details.) (CD)

319. Composition and Review of Grammar. (4h) Systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—FRH 200-level course or equivalent.

320. French Conversation. (3h) A language course based on cultural materials. Designed to perfect aural skills and oral proficiency by systematically increasing vocabulary and reinforcing command of specific grammatical points. Short written works are assigned. Includes a regularly scheduled language lab one hour per week. P—FRH 200-level course or equivalent.

321. Introduction to Translation. (3h) Introduction to translation strategies through theory and practice. Emphasis is on translation of a broad variety of texts, including different literary and journalistic modes. Attention is given to accuracy in vocabulary, structures, forms, and to cultural concerns. P—FRH 319 or POI.

322. French Phonetics. (3h) Study of the principles of standard French pronunciation, with emphasis on their practical application as well as on their theoretical basis. P—200-level course or equivalent.

323. Advanced Grammar and Stylistics. (3h) Review and application of grammatical structures for the refinement of writing techniques. Emphasis is on the use of French in a variety of discourse types. Attention is given to accuracy and fluency of usage in the written language. P—FRH 319 or equivalent or POI.

329. Introduction to Business French. (3h) Introduction to the use of French in business. Emphasizes oral and written practices, reading, and French business culture, as well as a comprehensive analysis of different business topics and areas. P—FRH 319 or POI.

330. Advanced Business French. (3h) Development of advanced skills in French for business. Emphasis is on oral and written business presentations, reading comprehension of case studies related to the French business world, and cross-cultural awareness. P—FRH 329 or POI.

360. Cinema and Society. (3h) Study of French and francophone cultures through cinema. Readings and films may include film as artifact, film theory, and film history. P—FRH 216, 315 or POI. (CD)

363. Trends in French and Francophone Poetry. (3h) Study of the development of the poetic genre with analysis and interpretation of works from each period. P—FRH 216, 315 or POI.

364. French and Francophone Prose Fiction. (3h) Broad survey of prose fiction in French, with critical study of representative works from a variety of periods. P—FRH 216, 315 or POI.

365. French and Francophone Drama. (3h) Study of the chief trends in dramatic art in French, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others. P—FRH 216, 315 or POI.

370. Seminar in French and Francophone Studies. (3h) In-depth study of particular aspects of selected literary and cultural works from different genres and/or periods. Topics vary from semester to semester. Required for major. Can be repeated for credit. P—FRH 216, 315 or POI. (CD)

375. Special Topics. (1.5h or 3h) Selected themes and approaches to French and francophone literature transcending boundaries of time and genre. Topics to be chosen by staff in consultation with majors prior to the term the course is offered. May be repeated once for credit. P—FRH 216, 315 or POI.

381. French Independent Study. (1.5h-3h) P—POD.

390. Directed Reading. (1.5h) Required for departmental honors in French studies.

391. Directed Research. (3h) Extensive reading and/or research to meet individual needs. Required for departmental honors in French studies. P—POD.

Semester in France

The department sponsors a semester in Dijon, France, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member. Majors in all disciplines are eligible. Juniors are given preference, but well-qualified sophomores are also considered. Applicants should have completed the basic foreign language requirement (FRH 212, 213 or equivalent), or should do so before going to Dijon. They are encouraged—but not required—to take one course or more above the level, preferably FRH 319 (Composition and Review of Grammar).

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

3152. Studies in French Language and Culture. (6h) Familiarization with the language and culture of France and its people. Courses in conversational and idiomatic French, practice in writing, participation in French family life, lectures on selected topics, and excursions to points of historical and cultural significance. Satisfies FRH 315 requirement for major or minor.

3202. Advanced Oral and Written French. (3h) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

3242. Contemporary France. (3h) Study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

3402. Independent Study. (1.5h-3h) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

3742. Special Topics in French Literature. (1.5h) Selected topics in French literature; topics vary from year to year.

ART 2712. Studies in French Art. (3h) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. Counts for the major in French studies.

Italian (ITA)

111, 112. Elementary Italian. (3h, 3h) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required. These two courses count for students in the Venice program.

113. Intensive Elementary Italian. (4h) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language minors. Credit not given for both ITA 113 and ITA 111 or 112. Lab required. Lecture. By placement or faculty recommendation. *Offered every semester.*

113V. Intensive Elementary Italian in an Immersion Setting. (8h) Six-week intensive course in Italian taught during the summer in Venice, Italy, designed for students with a maximum of one semester of previous study in Italian. Covers language and culture. Students wishing to register must complete an application early in the spring semester in the Department of Romance Languages and be admitted to the course. Credit not given for both ITA 113V and ITA 112. *Offered only in the summer.*

153. Intermediate Italian. (4h) Continuation of 113 with emphasis on speaking, developing students' reading, writing skills and preparing them for oral and written discussion of literary texts in ITA 215. Lab required. P—ITA 113.

154. Intermediate Italian. (3h) Intermediate-level course intended for students who have taken the 111-112 sequence. Offers the opportunity to develop further their reading, writing and conversation skills and prepare for oral and written discussion of literary texts in ITA 215. Lab required. P—ITA 111-112.

196. Italian Across the Curriculum. (1.5h) Coursework in Italian done as an adjunct to specially-designated courses throughout the college curriculum. May be taken for grade or Pass/Fail. P—POI.

197. Italian for Reading Knowledge. (1.5h) Review of essential Italian grammar, usage, vocabulary, and processing strategies for reading various types of literary, social science, and technical publications for content. Designed for students interested in strengthening reading proficiency in the language and aimed at preparing students to take the graduate reading exam administered at the end of the course. Undergraduate credit given. *Offered in the first half of the semester.* P—Intermediate Italian or equivalent and placement exam.

212. The Languages and Cultures of Italy and Italian in the World. Continued language study through exploration of significant cultural expression from the multifaceted Italian world. Students cannot receive credit for both 212 and 213.

213. Introduction to Italian Literature. (3h) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. P—ITA 153 or equivalent.

216. Literary and Cultural Studies of Italy. (3h) Study of selected texts, cultural trends, and intellectual movements. Intended for students interested in continuing Italian beyond the basic requirements. P—ITA 212, 213 or POI.

319. Grammar and Composition. (3h) Review of the basics of structure and vocabulary; detailed examination of syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources; and free composition. P—ITA 212, 213 or 216 or equivalent.

320. Advanced Conversation and Composition. (3h) Practice in speaking and writing Italian, stressing correctness of sentence structure, and emphasis on phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—ITA 212, 213 or 216.

324. Italian Regional Cultures. (3h) The course focuses on different aspects of regional cultures in Italy. Emphasis is placed on local lifestyles, literatures, and cinematography. Regional cultures and historic background are analyzed and compared through class demonstrations and cultural artifacts. P—ITA 216 or POI.

325. Italian Neorealism in Films and Novels. (3h) Designed to provide an understanding of the history, philosophy, politics, artistic movements and civic renaissance of postwar Italian life. By

discussing the most important films, novels, short stories, essays, poetry and discussions of the time, students discover and learn about Neorealism. P—ITA 216 or POI.

326. Comedy in Italian Cinema. (3h) Study of modern Italian society through the analysis of films from the 1950s to the present. Taught in Italian. P—ITA 216 or POI.

327. Modern Italian Cinema. (3h) Study of the major developments of modern Italian cinema. Full-length feature films by Federico Fellini, Ettore Scola, Pier Paolo Pasolini, Bernardo Bertolucci, Marco Bellocchio, Gianni Amelio, Nanni Moretti, Gabriele Moretti Salvatores, Giuseppe Tornatore, Massimo Troisi, Roberto Benigni, and other Italian filmmakers are studied and discussed from different perspectives. P—ITA 216 or POI.

328. Dante's Divine Comedy. (3h) Introduction to Italian medieval literature and culture through a selected, critical reading of Dante's masterpiece and other medieval texts. Introduces students to the intellectual and social context of the Italian Middle Ages by relating the texts to the cultural, political, social, and philosophical concerns of the period. P—ITA 216 or POI.

329. Introduction to Renaissance Literature and Culture. (3h) Examination of the culture of the Italian Renaissance. Topics include the ideal of the artist, the ideal of the courtier, the epic genre, the political debates in Florence, the figure of the artist/scientist Leonardo da Vinci, the figure of the navigator, and daily life in Italian cities studied from different social classes and perspectives. P—ITA 216 or POI.

330. Cinematic Adaptation and Literary Inspiration. (3h) Students examine cinematic adaptations of literary works by reading closely the literary texts and viewing their visual counterparts. Students investigate the strategies of adaptation, as well as the criteria by which films based on novels can be evaluated as works of art in their own right. P—ITA 216 or POI.

331. Boccaccio and the Italian Novella. (3h) An examination of the birth and development of the Italian Novella tradition from the *Novellino* to Luigi Da Porto's *La Giuletta*. P—ITA 216 or POI.

332. Italian Theatre in the Renaissance. (3h) Study of selected Italian Renaissance plays and the theatrical space. P—ITA 216 or POI.

333. Modern Italian Theatre. (3h) Study of Representative Modern Italian Plays from Goldoni to Dario Fo. P—ITA 216 or POI.

334. Italian Communism as a Subculture. (3h) Loved, feared and reviled: the Italian communist experience in cinema, literature and theatre. P—ITA 216 or POI.

335. Italian Women Writers. (3h) A study of representative novels by women writers from Italy and the Italian world, with special emphasis on the historical novel within its cultural context. P—ITA 216 or POI.

336. Italian Women and the City. (3h) This course proposes through Italian readings and films the interpenetration of women's lives with the urban environment, both physical and imagined. It proposes to be a guide to mapping not only how city spaces shape or limit women's lives but also how women participate in the construction or reconstruction of these spaces. P—ITA 216 or POI.

337. Pier Paolo Pasolini and Utopia. (3h) A study of the life and works of poet, writer, playwright, filmmaker, lecturer, and essayist within the social, cultural, literary and artistic realities of contemporary Italy. Special emphasis is placed on Pasolini's films. P—ITA 216 or POI.

375. Special Topics. (3h) Selected special topics in Italian literature. P—ITA 216 or POI.

381. Italian Independent Study. (1.5-3h) P—POD.

Semester in Venice

1533. Intermediate Italian. (4h) Intensive exposure to speaking, listening, reading and writing at the intermediate level with special emphasis on the surrounding Venetian culture. Counts as equivalent to Italian 153. *Only taught in Venice.* P—ITA 113 or 111-112 sequence.

2173. Studies of Italy. (3h) Survey course on Italian literature from authors from the various regions of Italy and on special cultural themes such as Italian immigration and new immigrations in Italy to give to students in Venice a deeper and broader understanding of Italian cultural complexity. *Only taught in Venice.* P—ITA 215 or 216 or POI.

See the course listings under Italian for descriptions and prerequisites.

Portuguese (PTG)

113. Intensive Elementary Portuguese. (4h) Intensive introduction to Portuguese designed to help students develop the ability to understand and speak Portuguese and also learn to read and write Portuguese at the elementary level.

Spanish (SPN)

111-112. Elementary Spanish. (3h, 3h) Two-semester sequence designed to help students develop the ability to understand and speak Spanish and also learn to read and write Spanish at the elementary level. Labs required.

113. Intensive Elementary Spanish. (4h) Review of the material from 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Credit not given for both 113 and 111 or 112. Labs required. By placement or faculty recommendation.

153. Intermediate Spanish. (4h) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of readings. Note that 153 and 154 are mutually exclusive. Labs required. P—SPN 111-112, or 113; SPA 111-112, or 113; or placement.

153S. Intensive Beginning and Intermediate Spanish in an Immersion Setting. (8h) Designed to enable students to achieve proficiency in Spanish language at the beginning-intermediate level by developing reading, writing, and conversation skills and preparing students for oral and written discussion of readings. *Offered only in the summer.* (ISLI) P—SPN 111 (SPN 112 strongly recommended); or SPA 111 (SPA 112 strongly recommended) or POI.

154. Accelerated Intermediate Spanish. (3h) Intensive, intermediate-level course intended for students with a stronger background than 153 students. Offers the opportunity to develop further reading, writing, and conversation skills and prepare for oral and written discussion of readings. Labs required. P—POI or placement.

196. Spanish Across the Curriculum. (1.5h) Coursework in Spanish done as an adjunct to special-ly-designated courses throughout the college curriculum. May be taken for grade or Pass/Fail. P—POI.

196B. Spanish Across the Business/Economics Curriculum. (1.5h) Coursework in Spanish done as an adjunct to specifically-designated courses in business and economics curriculum. P—POI.

196C. Spanish Across the Sciences Curriculum. (1.5h) Coursework in Spanish done as an adjunct to specifically-designated courses in the sciences and medical curriculum. P—POI.

197. Spanish for Reading Knowledge. (1.5h) Review of essential Spanish grammar, usage, vocabulary and processing strategies for reading various types of literary, social science and technical publications for content. Designed for students interested in strengthening reading proficiency in the language and aimed at preparing students to take the graduate reading exam administered at the end of the course. Undergraduate credit given. *Offered in the first half of the semester.* Pass/Fail only. P—Intermediate Spanish or its equivalent, and placement exam.

198. Service Learning in Spanish Language. (1.5h) Experiential learning that links classroom instruction and community service done as an adjunct to specially-designated courses throughout the Spanish curriculum. Pass/Fail only. P—POI.

Note: Students may receive credit for only one 200-level course in Spanish.

212. Exploring the Hispanic World. (3h) Exploration of significant cultural expressions from the Spanish-speaking world. Emphasis both on the development of competence in speaking, reading and writing Spanish and on understanding how particular Hispanic societies have defined themselves. P—SPN 153 or SPA 153; or equivalent.

213. Encounters: Hispanic Literature and Culture. (3h) Encounters with significant literary expressions from the Spanish-speaking world. Emphasis on the advancement of competence in speaking, reading and writing and on the analysis of literature in its cultural contexts. Highly recommended for prospective majors and minors. P—SPN 153 or SPA 153; or equivalent.

213H. Encounters: Hispanic Literature and Culture (Honors). (3h) In the honors sections of Encounters: Hispanic Literature and Culture, texts covered are much the same as those presented in other 213 sections, but coursework focuses more intensely on developing effective reading strategies and on improving written and oral expression in the language. Intended for students with a stronger background in Spanish (shown, for example, by a 3, 4, or 5 on the AP Spanish Language Exam, a high Wake Forest placement exam score, or by completion of 154). P—SPN 153 or SPA 153 and POI.

316. Spanish Conversation. (3h) Based on cultural material intended to increase students' aural skills and oral proficiency by systematically increasing vocabulary and reinforcing command of specific grammatical points. Counts toward the major. Not open to students who have taken college courses in a Spanish-speaking country. Same as SPA 220. P—200-level course or equivalent.

317. Literary and Cultural Studies of Spain. (3h) A study of the cultural pluralism of Spain through selected literary and artistic works to promote understanding of Spain's historical development. Same as SPA 217. P—200-level course or POI. (CD)

318. Literary and Cultural Studies of Spanish America. (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis is on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish America's historical development. Same as SPA 218. P—200-level course or POI. (CD)

319. Grammar and Composition. (4h) A systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition: description, narration, argumentation, etc. Same as SPA 219. P—200-level course or equivalent.

319L. Grammar and Composition for Heritage Speakers of Spanish. (4h) For heritage speakers who are competent in spoken Spanish. Systematic study of Spanish word formation, sentence structure, and expository usage applied to various kinds of composition. Emphasis on vocabulary enhancement, exposure to formal registers and other varieties of Spanish, as well as intensive writing practice and improvement of students' reading skills. Same as SPA 219L. P—200-level course or equivalent and POI.

Linguistics and Language Courses

321. The Rise of Spanish. (3h) The development of Spanish from an early Romance dialect to a world language. Study of ongoing changes in the language's sounds, grammar, and vocabulary system, with a special focus on the effects of a cultural history and relationships with other languages. P—SPN 319 or SPN 319L and SPN 316; or SPA 219 or SPA 219L and SPA 220; or POI.

322. Spanish Pronunciation and Dialect Variation. (3h) Description of, and practice with, the sounds, rhythm, and intonation of Spanish and the differences from English, with special attention to social and regional diversity. Strongly recommended for improving pronunciation. Meets an N.C. requirement for teacher certification. P—SPN 316 or SPA 220; or POI.

323. Advanced Grammar and Composition. (3h) Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques. Same as SPA 319. P—SPN 319 or SPN 319L; or SPA 219 or SPA 219L; or POI.

324. Contrastive Spanish/English Grammar and Stylistics. (3h) Advanced study of structure and style in a variety of Spanish texts, with an in-depth approach to idiomatic expressions and some back/cross translation exercises. Same as SPA 380. P—SPN 319 or SPN 319L; or SPA 219 or SPA 219L; or POI.

329. Special Topics in Hispanic Linguistics. (3h) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. Same as SPA 388. P—SPN 321; or the combination of 319 or 316 and LIN 150; or POI.

Peninsular Courses

331. Medieval Spain: A Cultural and Literary Perspective. (3h) Examination of literary, social, and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, The Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal. P—SPN 317 or 318; or SPA 217 or 218; or POI. (CD)

332. The Golden Age of Spain. (3h) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history, art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P—SPN 317 or 318; or SPA 217 or 218; or POI.

333. Eighteenth and Nineteenth-Century Spanish Literature and Culture. (3h) Study of the major intellectual movements of the period: Enlightenment, Romanticism, Realism, and Naturalism in Spain through literary texts, essays, painting, and music. P—SPN 317 or 318; or SPA 217 or 218; or POI.

- 334. Voices of Modern Spain.** (3h) Study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. Same as SPA 374. P—SPN 317 or 318; or SPA 217 or 218; or POI. (CD)
- 335. Modern Spanish Novel.** (3h) Study of representative Spanish novels from the generation of 1898 through the contemporary period. Same as SPA 373. P—SPN 317 or 381; or SPA 217 or 218; or POI.
- 336. Lorca, Dalí, Buñuel: An Artistic Exploration.** (3h) Study of the relationship of these three Spanish artists through their writings, paintings, and films, respectively, and of their impact on the twentieth century. Same as SPA 371. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 337. Lorca in the Twentieth Century.** (3h) Study of the life and works of poet, playwright, painter, and lecturer Federico García Lorca within the social, cultural, literary, and artistic realities of the twentieth century, including Modernism and Surrealism. Emphasis is on Lorca's treatment of minority cultures, including the Gypsy, the Arab, and homosexuals. Same as SPA 372. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 338. Love, Death, and Poetry.** (3h) Study of the representation of universal themes in Spanish poetry from different historical periods. Same as SPA 352. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 339. Introduction to Spanish Film Studies.** (3h) Exploration of the cinematic production of Spain from its origin to current day, covering major film trends from Second Republic, Civil War, Dictatorship, and Democratic Spain. Focus is on films as narratives and as visual media, on Spanish culture and identity pictured through films, and on representative film-makers such as Buñuel, Saura, Almodóvar and Amenábar. Same as SPA 350. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 340. Film Adaptations of Literary Works.** (3h) Study of the cinematic and literary discourses through major Spanish literary works from different historical periods and their film adaptation. Same as SPA 370. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 341. Golden Age Drama and Society.** (3h) Study of the theatre and social milieu of seventeenth-century Madrid, where the works of playwrights such as Lope de Vega, Tirso de Molina, and Calderón de la Barca were performed. Includes analysis of texts and of modern stagings of the plays. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 343. Cervantes: The Birth of the Novel.** (3h) Study of *Don Quijote*, the first modern novel, and several exemplary novels, and contemporary theoretical approaches to them. Also considers related art, music, and film. Includes discussion of themes such as the development of prose fiction, the novel as self-conscious genre, women and society, religion and humanism, nationalism, and imperialism. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 349. Special Topics.** (1.5h or 3h) Selected special topics in Spanish literature and culture. Can be repeated for credit. Same as SPA 375. P—SPN 317 or 318; or SPA 217 or 218; or POI.

Transatlantic Courses

Note: These courses may count either as Peninsular or Spanish-American for the major or minor.

- 351. Transatlantic Renaissance.** (3h) Study of the Spanish Golden Age period by reading and analyzing relevant peninsular and colonial texts within the broader political, social, and cultural

contexts of the Spanish presence in the New World. Exposure to recent critical perspectives in early modern cultural studies. Same as SPA 348. P—SPN 317 or 318; or SPA 217 or 218; or POI.

352. Contemporary Theatre in Spain and Spanish America. (3h) Study of contemporary Peninsular and Spanish-American theatre within its political, social, cultural, and aesthetic context. Same as SPA 347. P—SPN 317 or 318; SPA 217 or 218; or POI.

353. Contemporary Women Novelists and their Female Characters. (3h) Study of representative novels by women writers from Spain and Latin America, with emphasis on the representation of the female protagonist within her cultural context. Same as SPA 349. P—SPN 317 or 318; or SPA 217 or 218; or POI.

Spanish-American Courses

360. Colonial Spanish America. (3h) Explores the early Spanish-American colonial period alongside contemporary intellectuals' attempt to return to and recover this historical past. Readings include fifteenth- and sixteenth-century codices, post-conquest indigenous writings, Iberian chronicles and letters, as well as twentieth-century documents. Same as SPA 367. P—SPN 317 or 318; or SPA 217 or 218; or POI.

361. Cultural and Literary Identity in Latin America: From Colonial to Postcolonial Voices. (3h) A study of a variety of texts from the eighteenth and nineteenth centuries dealing with political emancipation, nation-building, and construction of continental identity. Same as SPA 360. P—SPN 317 or 318; or SPA 217 or 218; or POI.

362. Romantic Nationalism, Avant-garde Nihilism, and the Deconstruction of Utopia. (3h) Study of Latin-American poetry, including symbolist, surrealist, and conversational poetry, "happenings," and artistic manifestoes. Politics, nation-building, liberation theology, and love are common themes. P—SPN 317 or 318; or SPA 217 or 218; or POI.

363. Imagined "White" Nations: Race and Color in Latin America. (3h) Study of anti-slavery narratives, nineteenth-century scientific racism, and twentieth-century Negritude and "negrismo" movements. An exploration of race, the stratification of color, and ethnic images in Latin American literature and culture. Same as SPA 369. P—SPN 317 or 318; or SPA 217 or 218; or POI. (CD)

364. Transgressing Borders: Identity in Latin American and U.S. Latino Cultures. (3h) A socio-historical study of theories on culture, sexual politics, and race in relation to literary texts, lyrics of popular music, and art of Latin America and the diaspora. Same as SPA 351. P—SPN 317 or 318; or SPA 217 or 218; or POI. (CD)

365. Twentieth-Century Spanish-American Theatre. (3h) Study of major dramatic works from various Latin-American countries. Same as SPA 363. P—SPN 317 or 318; or SPA 217 or 218; or POI.

366. Latin-American Cinema and Ideology. (3h) Examination of major Latin-American films as cinematographic expressions of social and political issues. Same as SPA 361. P—SPN 317 or 318; or SPA 217 or 218; or POI.

367. The Social Canvas of Gabriel García Márquez and Pablo Neruda. (3h) Exploration of the techniques used by two Nobel Prize-winning writers to create a literary vision of Latin America. Attention to humor, surrealism and the grotesque, and both writers' assimilation of personal anxieties to their portrayal of a social world. Same as SPA 354. P—SPN 317 or 318; or SPA 217 or 218; or POI.

368. Spanish-American Short Story. (3h) Intensive study of the twentieth-century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, and García Márquez. Same as SPA 364. P—SPN 317 or 318; or SPA 217 or 218; or POI.

369. Spanish-American Novel. (3h) Study of the novel in Spanish America from its beginning through the contemporary period. Same as SPA 365. P—SPN 317 or 318; or SPA 217 or 218; or POI.

370C. Cuban Literature. (3h) Study of Cuban literature from the eighteenth century to the present: romanticism, modernism, naturalism, the avant-garde movement, and the post-Revolutionary period. Same as SPA 368C. P—SPN 317 or 318; or SPA 217 or 218; or permission of director of the Cuba program.

371C. Afro-Cuban Cultural Expressions. (3h) Comprehensive study of Cuban culture with a concentration on the artistic manifestations of Afro-Cuban religions. Students study literature, art, film, music, and popular culture to analyze how Afro-Cuban culture constitutes national culture. Also listed as LAS 220C. Same as SPA 376C. *Offered in Havana.* (CD)

372. Spanish-American Theatre: From Page to Stage. (3h) Study of the transition of a dramatic work from text to performance and the role of Spanish-American theatre as a vehicle for cultural values and socio-political issues. Includes rehearsals for the public staging of selected one-act plays. Proficiency in Spanish and willingness to act on stage are required. Same as SPA 334. P—SPN 317 or 318 or 363; or SPA 217 or 218; or POI.

379. Special Topics. (1.5h or 3h) Selected special topics in Spanish-American literature and culture. Can be repeated for credit. Same as SPA 387. P—SPN 317 or 318; or SPA 217 or 218; or POI.

379C. Special Topics. Same as SPA 387C. *Offered in Cuba.*

Spanish for the Professional Sphere

380. Spanish for the Professions. (1.5h or 3h) Spanish usage of a selected professional area. Emphasis on communication in typical situations and interactions, specialized vocabulary, cultural differences, and related technical readings in the subject matter. Topics offered from the following list: a. Health Occupations; b. Social Work; c. Law and Law Enforcement; d. Other (on demand). Same as SPA 228. P—SPN 316 or 319; or SPA 219 or 220; and POI.

381. Spanish Translation. (3h) Introduction to translation strategies through practice, with emphasis on Spanish into English. Focus is on translating in domains such as social science, computing, economics, the entertainment industry, banking, and journalism. P—SPN 324 or SPA 380 or POI.

382. Spanish/English Interpreting. (3h) Introduction to strategies of interpreting from Spanish into English, primarily. Intensive laboratory practice course to develop basic skills in consecutive/escort/simultaneous interpreting. Some voice-over talent training is also included. P—SPN 316 or SPA 220 and POI.

384. Internships for STL & SI. (1.5-3h) Under faculty supervision, a student undertakes a translation/interpreting project at a translation bureau or translation department of a company/public organization. A community service-oriented internship is preferred for interpreting. Does not count toward major or minor. P—SPN 381 or 382.

385. Spanish for Medical Professions. (3h) Study of terminology and sociocultural issues relevant to interlinguistic medical communication. Oral and written practice in medical contexts. Same as SPA 327. P—SPN 319 or SPA 219 or POI.

387. Introduction to Spanish for Business. (3h) Introduction to Spanish vocabulary and discourse in business. Emphasizes oral and written practices, reading, and Hispanic business culture, as well as a comprehensive analysis of different business topics and areas. Same as SPA 329. P—SPN 319 or SPA 219 or POI.

388. Advanced Spanish for Business. (3h) Intensive immersion in the situations and skills of advanced Spanish for business. Emphasis on oral and written business presentations and reading comprehension of case studies related to the Hispanic business world. Cross-cultural awareness of the Hispanic business world. Same as SPA 330. P—SPN 387 or SPA 329 or POI.

389. Internship in Spanish for Business and the Professions. (1.5h-3 h.) Under faculty supervision, a student completes an internship in a bilingual business or professional setting. Does not count toward major or minor. Same as SPA 385. Pass/Fail only. P—SPN 387 or SPA 329.

Independent Study and Honors

397. Spanish Independent Study. (1.5h) Same as SPA 281. P—POI.

398. Honors Directed Reading and Research. (1.5h) Required for honors in Spanish. Same as SPA 390. P—POI.

399. Honors Directed Writing. (3h) Required for honors in Spanish. Same as SPA 391. P—POI.

Semester or Year in Spain

The department offers a year in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the fall and/or spring semesters, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should normally be of junior standing, (2) must have completed one course beyond Spanish 213, and (3) should be approved by both their major department and the Department of Romance Languages. Interested students should contact Professor Candelas S. Gala in the Romance Languages department.

As part of the University of Salamanca PEI program (Programa Especial Integrado), students may take regular courses with Spanish students in the following disciplines: anthropology, business, economics, education, linguistics, psychology, and translation/interpretation.

198. Service Learning in Spanish Language. (1.5 h) Experiential learning in a Spanish-speaking country that links academic instruction, the study abroad experience, and community involvement. Pass/Fail only. P—POI.

199. Internship in Spanish Language. (1.5h or 3h) Under faculty direction, a student undertakes a languages project in conjunction with a service commitment or internship in a Spanish-speaking country. Includes, but is not limited to, vocabulary building, keeping a journal, and reading professional material. Offered only in Salamanca. Pass/Fail only. P—SPN 319 or SPA 219; or POI.

- 201. Intensive Spanish.** (1.5h) Intensive study and practice of the oral and written language. Familiarization with Spanish culture and daily life. Classes in conversational and idiomatic Spanish, excursions to points of interest and lectures on selected topics. Pass/Fail only.
- 316. Spanish Conversation.** (3h) Based on cultural materials intended to increase aural skills and oral proficiency by systematically increasing vocabulary and reinforcing the command of specific grammatical points. Counts toward the major. Same as SPA 2209. P—200-level course or equivalent.
- 316I. Language Study in the Context of an Internship.** (1.5, 3h) Development of oral proficiency and writing skills. Readings, discussions and writing assignments based on texts relevant to internships being undertaken by students. Must be taken in conjunction with 199. The combination and 199 may count as a maximum of three hours toward the major or minor. P—SPN 319 or SPA 219 or SPA 2199 or POI.
- 317. Literary and Cultural Studies of Spain.** (3h) Study of the cultural pluralism of Spanish through selected literary and artistic works to promote understanding of Spain's historical development. Same as SPA 217 or 2179. P—200-level course or POI.
- 318. Literary and Cultural Studies of Spanish America.** (3h) Study of selected major works of Spanish-American literature within their historical and cultural contexts. Emphasis is on these contexts, including political structures, intellectual currents, art, music, and film, to promote understanding of Spanish-America's historical development. Same as SPA 218 or 2189. P—200-level course or POI.
- 319. Grammar and Composition.** (4h) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. Same as SPA 219 or 2199. P—200-level course or POI.
- 332. The Golden Age of Spain.** (3h) Close analysis of literary texts, such as *Lazarillo de Tormes*, and study of the history, art, politics, and economics of the sixteenth and seventeenth centuries, with emphasis on themes such as the writer and society, humanism, the picaresque, Catholic mysticism, and power and politics. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 334. Voices of Modern Spain.** (3h) Study of the multifaceted cultural identity of contemporary Spain through different literary genres, art, and film. Same as SPA 374 or 3749. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 349. Special Topics in Spanish Literature and Culture.** (1.5h or 3h) Topics vary. Can be repeated for credit. Same as SPA 375 or 3759. P—SPN 317; or SPA 217 or 218; or POI.
- 379. Special Topics in Spanish-American Literature and Culture.** (1.5h or 3h) Topics vary. May be repeated for credit. Same as SPA 387 or 3879. P—SPN 317 or 318; or SPA 217 or 218; or POI.
- 387I. International Business: Spain and Latin America.** (3h) Study of the most characteristic features of the economic and financial situation and perspectives in Spain and Latin America. Focus is on communicating successfully in the world of Hispanic business and on acquiring an international view of that world and its cultural differences. Counts as elective for the Spanish major. Same as SPA 3289. P—SPN 319 or SPA 219 or POI.
- 389. Internship in Spanish for Business and the Professions.** (1.5h-3h) Under faculty supervision, a student completes an internship in a bilingual or Spanish-speaking business or professional

setting as part of an abroad experience. Does not count toward major or minor. Same as SPA 3859. Pass/Fail only. P—SPA 329.

ART 2029. Spanish Art and Architecture. (3h) A study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general. Counts as an elective for the Spanish major.

HST 2019. General History of Spain. (3h) History of Spain from the pre-Roman period to the present day. Counts as elective for the Spanish major.

POL 2029. Political Structures of Present-day Spain. (3h) Study of the various political elements which affect the modern Spanish state. Counts as an elective for the Spanish major.

Program of Integrated Education (PEI)

Courses offered only at the University of Salamanca in disciplines other than Spanish. Taught in Spanish.

ANT 2029. Anthropology and Folklore. (3h) Study of conceptual tools to understand the role of folklore in culture as a complex, integrated system with an emphasis on culture's communicative, cognitive and symbolic functions.

BUS 2129. Human Resource Management. (3h) Focuses on leadership skills associated with human resources management (HRM). The traditional HRM functions of planning, recruitment, selection, training, development, and appraisal are addressed along with role of individual and group behaviors in HRM. P—BUS 211; SPN 319 or SPA 219; and POI.

BUS 2239. International Marketing. (3h) Examines the role of marketing within the international sphere of economics, law, politics, and finance. International marketing activities as they apply to product, place, pricing, and promotion are addressed along with global marketing strategies. P—BUS 221; SPN 319 or SPA 219; and POI.

ECN 2719. Economics of the European Community. (3h) Study of the economic integration, history, community budget, commercial politics, agricultural policy, politics of regional development, other fields of community performance, and economic and monetary union in the European community.

EDU 3739. Comparative and International Education. (3h) Comprehensive study of the current Spanish educational system and comparison with systems in neighboring countries. Aims to expand students' views about differing educational and pedagogical structures and to explore the comparative investigation of educational problems.

PSY 2809. Psychology of Memory. (3h) Study of specialized knowledge regarding the most relevant aspects of memory function and important investigative techniques in this field.

SPN 382I. Techniques in Consecutive Interpretation. (3h) Introduction to strategies of interpreting. P—SPN 316 or SPA 220; or POI.

SPN 329. Special Topics in Hispanic Linguistics. (3h) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. P—SPN 321; or the combination of 319 or SPA 219 or SPN 316, SPA 220 and LIN 150; or POI.

Russian and East European Studies (REE)

(Interdisciplinary Minor)

Coordinator Associate Professor of History Susan Z. Rupp

Russian 210 or 212 or equivalent proficiency in another East European language is required, plus fifteen hours from the following list. Three of these fifteen hours must be REE 298, Research Project in Russian and East European Studies.

REE 298. Research Project in Russian and East European Studies. (3h) Semester-long research project pursued independently by a student (generally in the senior year) under the guidance of a faculty member in the relevant field of study. A second faculty member consults with the student regarding his or her project as well as serving as a second reader. The course culminates in the completion of a seminar-length paper based upon primary research.

Electives for Russian and East European Studies

Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

- COM 351B. Comparative Communication: Russia. (1.5h)
- ECN 252. International Finance. (3h)
- 253. Economies in Transition. (3h)
- HST 230. Russia: Origins to 1865. (3h)
- 231. Russia and the Soviet Union: 1865 to the Present. (3h)
- HMN 215. Germanic and Slavic Literature. (3h)
- 218. Eastern European Literature. (3h)
- POL 232. Politics in Russia and Eastern Europe. (3h)
- RUS Three additional hours at the 200-level.

With the approval of the coordinator, students may fulfill the language requirement by equivalent study of another East European language (to be pursued independently under the auspices of the German and Russian department). Students may apply all relevant seminars, colloquia, or independent studies in any of the above departments to the minor.

Sociology (SOC)

Chair Ian M. Taplin

Washington M. Wingate Professor of Sociology Charles F. Longino

Rubin Professor of American Ethnic Studies Earl Smith

Professors Catherine T. Harris, Ian M. Taplin

Research Professor of Sociology and Gerontology Eleanor P. Stoller

Z. Smith Reynolds Foundation Fellow and Associate Professor Angela Hattery

Associate Professors H. Kenneth Bechtel, Joseph Soares

Assistant Professors R. Saylor Breckenridge, Catherine Harnois, Ana M. Wahl, David Yamane

Visiting Assistant Professor Jeffrey Rosenthal

Visiting Instructor Corey Remle

A major in sociology requires thirty-one hours. Students are strongly encouraged to complete SOC 151, 370, 371, and 372 by the end of their junior year. Students should take SOC 151 in the freshmen or sophomore year, SOC 370 and 371 in the fall of their junior year, and SOC 372 in the spring of their junior year. A minimum average of 2.0 in all sociology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires fifteen hours and must include SOC 151 and 370. A minimum grade point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade point average of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

Honors. To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses: SOC 151, 152, 153, or 154. No introductory-level course is required for students taking a sociology course as an elective unless specified in the course description.

151. Principles of Sociology. (3h) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects. Required for all sociology majors and minors. (D)

152. Social Problems. (3h) Survey of contemporary American social problems. (D)

153. Contemporary Families. (3h) Social basis of the family, emphasizing the problems growing out of modern conditions and social change. (D)

154. The Sociology of Deviant Behavior. (3h) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior. (D)

240. Asian-American Legacy: A Social History of Community Adaptation. (3h) Introduction to the history, culture, and literature of the Asian-American communities, exploring issues of migration,

- assimilation, and the process of developing Asian-American identities in the twentieth and early twenty-first centuries. Also listed as AES 240. (CD)
- 301. Sociology of Religion.** (3h) Introduction to the sociological analysis of religion, including religious beliefs and experiences, the cultural context of religion, varieties of religious organization, religious change and social change. Also listed as REL 351.
- 302. Topics in Sociology of Religion.** (3h) Advanced seminar with emphasis on current topics in the sociology of religion such as theoretical and methodological debates, religion and public life, religious pluralism, or spirituality and its organizational expression.
- 303. Business and Society.** (3h) Historical development, organization, and current problems of business enterprises in American society.
- 305. Gender in Society.** (3h) The significance of gender in society for individuals and institutions. An examination of differential gender experiences based on race, class, and sexual orientation. Consideration of feminism as a social movement and the possibility for social change. (CD)
- 308. Sociology of Art.** (3h) Art as an institution, its functions, organization, and relationship to social change and to the communication of meanings.
- 309. Sexuality and Society.** (3h) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.
- 311. Women in Professions.** (3h) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective.
- 316. Conflict Management in Organizations.** (3h) Examination of conflict management and social control in organizations, focusing on power structures, management styles, and processes of dispute resolution.
- 318. Social Stratification in the American South.** (3h) Exploration of social stratification in the labor force, the school system, the justice system, and the family. Comprises an examination of theories of stratification, a two-week field seminar in the South and a service learning project. Summer session only.
- 325. Self and Society: An Interactionist Perspective.** (3h) Analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction.
- 333. The Sociology of Cities.** (3h) Examination of the patterns of urbanization worldwide. Explores the dynamics of urban growth resulting from economic, social, political and ecological processes.
- 334. Sociology of Education.** (3h) An evaluation of the major theories and significant empirical literature, both historical and statistical, on the structure and effects of educational institutions.
- 335. Sociology of Health and Illness.** (3h) Analysis of the social variables associated with health and illness.
- 336. Sociology of Health Care.** (3h) Analysis of health care systems, including the social organization of medical practice, health care payment, the education of medical practitioners, and the division of the labor in health care.

- 337. Aging in Modern Society.** (3h) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements include field placement in a nursing home or similar institution. P—POI.
- 338. Sociological Issues in Criminal Justice.** (3h) Introduction to the structure, organization and operation of the various components of the criminal justice system with emphasis on the police and correctional institutions.
- 339. Sociology of Violence.** (3h) Survey of the societal factors associated with individual and collective violence. Discussion focuses on the contemporary and historical conditions that have contributed to various patterns of violence in American society.
- 341. Criminology.** (3h) Crime, its nature, causes, consequences, methods of treatment, and prevention.
- 342. Juvenile Delinquency.** (3h) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems.
- 343. Sociology of Law.** (3h) Consideration is given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, and the impact of social class and stratification upon the legal order.
- 345. Advanced Topics Seminar in Criminology.** (3h) Emphasizes current topics in the field of criminology and criminal justice such as measurement issues, ethical issues, history, crime and mass media, and theoretical debates. P—SOC 341 and POI.
- 347. Society, Culture, and Sport.** (3h) Examination of the interrelationship of sport and other social institutions. Emphasis is on the study of both the structure of sport and the functions of sport for society.
- 348. Sociology of the Family.** (3h) The family as a field of sociological study. Assessment of significant historical and contemporary writings. Analysis of the structure, organization, and function of the family in America.
- 351. Management and Organizations.** (3h) Study of macro-organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies, and managers in firms.
- 352. White-collar Crime.** (3h) Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime. P—SOC 341.
- 353. Families in Later Life.** (3h) Analysis of current issues affecting later-life families, including the unmarried, marital relations, divorce, widowhood, remarriage, kinship, family care-giving, and institutional care.
- 354. Women in Poverty in the U.S.** (3h) Examination of the structural causes of poverty and its consequences, with specific emphasis on women's overrepresentation in poverty and how gender intersects with race, family status, age, and place.
- 358. Population and Society.** (3h) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables.
- 359. Race and Ethnic Relations.** (3h) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice.

- 360. Social Inequality.** (3h) Study of structured social inequality with particular emphasis on economic class, social status, and political power. (CD)
- 361. Sociology of African-American Families.** (3h) Examines the social and economic conditions of family life, the social history of the African-American family, patterns of marriage and childbearing, contemporary urban families, and intersections with schooling, work, U.S. justice system, sports, and prevailing social, economic, and political conditions. (CD)
- 362. Work, Conflict, and Change.** (3h) Changing trends in the U.S. labor force. The individual's view of work and the effect of large organizations on white- and blue-collar workers. Use of some cross-cultural data.
- 363. Global Capitalism.** (3h) Analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions. Also listed as INS 363.
- 364. Political Sociology.** (3h) Examination of the structure and organization of power in society with emphasis on political socialization, political ideology, and the growth of the welfare state.
- 365. Technology, Culture, and Change.** (3h) Examination of the interrelated forces that shape change in organizations and societies; from the emergence of capitalist markets to the systems, controls, and information revolution of the twenty-first century.
- 366. The Sociological Analysis of Film.** (3h) Examines the intersection of economic, organizational, and cultural sociology using films and the film industry as focal examples.
- 367. The Sociology of Culture.** (3h) Examines the most powerful explanatory schools in sociology on the fields of cultural production and consumption. Topics include: stylistic change and the consumption of visual and performance arts; musical tastes; the production and consumption of literature; museum attendance; education and culture; and architecture and design.
- 370. Sociological Theory.** (3h) An introduction to the classic works of social theory—"classic" not only as time-honored explanations of past events, but also because they provide the intellectual foundations for contemporary and historical research. Theorists covered include Smith, Wollstonecraft, de Tocqueville, Marx, Durkheim, Weber, Freud, Simmel, DuBois, and Goffman. P—SOC 151 or POI.
- 371. Social Statistics.** (4h) Computer-based survey of basic statistics utilized in sociological research. A student who receives credit for this course may not also receive credit for ANT 380, BIO 380, BUS 201, or HES 262. Lab—1 hour. P—SOC 151 or POI. (QR)
- 372. Research Methods in Sociology.** (3h) Overview of both quantitative and qualitative research methods. Research projects required. P—SOC 371. (QR)
- 373. Honors Seminar.** (3h) Seminar on selected problems in sociology. Intended for students in the departmental honors program. P—SOC 372 and POI.
- 374. Honors Research.** (3h) Directed study toward completion of the project begun in SOC 373 and to the writing and defense of an honors paper. P—SOC 373 and POI.
- 375. Gender, Power, and Violence.** (3h) Research-centered study of various issues related to violence, power, and gender in American society. Emphasis is placed on sociological analysis of competing theoretical explanations of violence with respect to race, class, gender, religion, and sexual orientation. Also listed as WGS 310. (CD)

385, 386. Special Problems Seminar. (3h) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—POI.

398, 399. Individual Study. (1-3h, 1-3h) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Spanish Studies

(Foreign Area Study)

Coordinator Charles E. Taylor Professor of Romance Languages Candelas S. Gala

Students are required to participate in the Spanish program at Salamanca for one or two semesters. They also are required to take History 2019., General History of Spain (3h), taught in Salamanca; Political Science 2029., Political Structures of Present Day Spain (3h), taught in Salamanca; Art 2029., Spanish Art and Architecture (3h), taught in Salamanca; and Spanish 217., Literary and Cultural Studies of Spain (3h), also taught in Salamanca.

Students must take nine additional hours from the advanced courses in Spanish language and the literature and culture of Spain offered by the Department of Romance Languages, or from those offered at the University of Salamanca.

Theatre and Dance

Chair Mary Wayne-Thomas

Junior Faculty Fellow and Associate Professor Cynthia M. Gendrich

Director of Dance and Associate Professor Nina Lucas

Zachary T. Smith Associate Professor Sharon Andrews

Associate Professors Jonathan H. Christman, Jane Kathleen Curry, Mary Wayne-Thomas

Assistant Professors Brook M. Davis, Christina Tsoules Soriano

Director of University Theatre and Lecturer John E. R. Friedenberg

Lecturers Zanna Beswick (London), Leah Roy, Brantly Shapiro

Adjunct Instructors Ray Collins, Fanchon Cordell, Inez Yarborough Liggins,

Robert Simpson, Deborah Spencer

Visiting Associate Professor Lynn Book

Theatre (THE)

A major in theatre consists of a minimum of thirty-six hours, including THE 110 or 112, 130, 140, 150, 250, 260, 261, 340, 381, and 385. (Students interested in a theatre major should elect THE 112.) Four semesters of THE 100 or three semesters of THE 100 plus THE 110L also are required. Majors may choose their remaining courses from offerings at the 200 level or higher listed under the Department of Theatre and Dance. A minimum grade point average of 2.0 in all theatre courses attempted is required for graduation. Majors should consult with their advisers about additional regulations. Theatre majors are required to take two courses in dramatic literature. No more than three hours of THE 294 may be counted toward the thirty-six hours required for the major; up to a maximum of nine hours or three courses of THE 294 may be counted beyond the thirty-six hours in the major. Those who plan to be theatre majors are urged to begin their studies during their first year.

Honors. Highly qualified majors (departmental grade point average of 3.3, overall grade point average of 3.0) are invited by the department to apply for admission to the honors program in theatre. To be graduated with the designation “Honors in Theatre,” a student must successfully complete THE 292 (3h) with a grade of B or better. Honors projects may consist of a) a research paper of exceptional quality; b) a creative project in playwriting or design; or c) a directing or acting project. The theatre honors project must be presented and defended before the departmental Honors Committee. The department can furnish honors candidates with complete information on preparation and completion of projects.

A minor in theatre requires eighteen hours: THE 110 or 112, 140, 150, 260 or 261, two THE electives (at the 200 level or higher), and two semesters of THE 100 or one semester of THE 100 plus THE 110L. Theatre minors are required to take one course in dramatic literature from the Departments of English or Classical Languages or from humanities. Any person who is interested in a theatre major or minor should contact the chair of the department soon after arrival on the campus.

100. Participation. (.5h) Attendance/participation in Mainstage and Studio performances and other events as established by the department. Specific attendance/participation requirements are established at the beginning of each semester. Assignments for technical production are made through consultation with the technical and design faculty. May be repeated for credit.

110. Introduction to the Theatre. (3h) For the theatre novice. Survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Optional lab—THE 110L. (D)

110L. Introduction to Theatre Lab. (1h) Participation in production team on Mainstage as assigned. C—THE 112. Optional with THE 110.

112. Introduction to the Theatre. (3h) For the experienced theatre student. Survey of the theory and practice of the major disciplines of theatre art: acting, directing, playwriting, and design. Students planning to major in theatre are encouraged to take THE 112. Lab required, THE 110L. Credit is not given for both THE 110 and 112. (D)

126. Stage Makeup. (1.5h) Study of the design and application of theatrical makeup in relation to historical period and character development.

130. Dynamics of Voice and Movement. (3h) Building awareness of the actor’s instrument through the development of basic vocal and physical skills, emphasizing relaxation, clarity, expressiveness, and commitment, along with spontaneity, centering, and basic technical skills.

140. Acting I. (3h) Fundamental acting theory and techniques including exercises, monologues, and scene work.

140F. Acting for Freshmen. (3h) A concentrated study and practice of basic acting skills for first-year students. Credit is not given for both THE 140 and THE 140F.

141. On-Camera Performance. (3h) Introduction to the theory and practice of performing for the camera. May include basic method acting, newscasting, commercials, and film acting. Also listed as COM 116.

144. Mime. (1.5h) Introductory study of basic mime forms. The student gains skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.

146. Performance Techniques. (3h) Focuses on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, stage combat, etc., may also be included. Suitable for non-majors.

150. Introduction to Design and Production. (4h) Introduction to the fundamentals of theatrical design and technology including script analysis, design development, and presentation methods. Through the lab, the student develops basic skills in theatre technology. Lab—three hours. (D)

155. Stagecraft. (3h) Focuses on contemporary materials, construction methods, and rigging practices employed in the planning, fabrication and installation of stage scenery. Emphasis is on using current technologies for problem solving.

181. Acting Workshop. (1.5h) Scene work with student directors. Pass/Fail only.

1880. The Contemporary English Theatre. (1h) Exploration of the English theatre through theatre attendance in London and other English theatre centers. Readings, lectures. Participants submit reviews of the plays and complete a journal of informal reactions to the plays, the sites and the variety of cultural differences observed. Two weeks. *Offered in London before spring term.* Pass/Fail only. P—POI.

230. Advanced Dynamics. (3h) Focus on opening and strengthening the actor's instrument by building on work done in THE 130. P—THE 130.

240. Class Act. (3h) An interdisciplinary theatre class that moves dramatic literature from page to stage as students prepare and present scenes used in courses throughout the University. P—THE 140 or POI. (D)

245. Acting II. (3h) Advanced study and practice of the skills introduced in Acting I. P—THE 130 and 140. (D)

246. Period and Style. (3h) Study of social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. Includes performances in class. P—THE 130 or 230 and 140. (D)

250. Theatrical Scene Design. (3h) Study of the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting are emphasized. P—THE 150. (D)

251. Costume and Makeup Design. (3h) Study of the fundamental principles and techniques of costume and makeup design with an emphasis on historical research. The basics of costume rendering, costume construction, and stage makeup are explored. (D)

252. Lighting. (3h) Exploration of the lighting designer's process from script to production. A variety of staging situations are studied, including proscenium, thrust, and arena production. P—THE 150. (D)

253. Sound for Theatre. (1.5h) Developing and executing sound design for theatrical production from concept to integration into performance. Covers recording, digital editing, mixing, and playback. P—THE 150 or POI.

254. Scenic Art for Theatre. (1.5h) Hands-on introduction to the tools and techniques employed by scenic artists for contemporary stage and film. Coursework includes an introduction to

sculpting as well as a variety of projects and exercises in decorative and figurative painting. P—THE 110 or 112, 150, or POI.

255. History of Costume. (3h) Survey of the development of clothing and fashion with emphasis on historical and cultural influences and their application to costuming in art. (D)

259. Theatre Management: Principles and Practices. (3h) Reviews the development of theatre management in the U.S. with emphasis on the role of the producer; explores commercial and not-for-profit theatre with attention to planning, personnel, and the economics of theatre. Includes readings, lectures, and reports. P—THE 110 or 112. (D)

260. History of Western Theatre I (Beginnings to 1642). (3h) Survey of the development of Western theatre and drama through the Greek, Roman, medieval, and Renaissance theatres to 1642; includes lectures, readings and reports. Suitable for non-majors. (D)

261. History of Western Theatre II (1642 to the Present). (3h) Survey of Western theatre and drama from the French Neoclassic theatre through the English Restoration, the eighteenth century, Romanticism, Realism, the revolts against Realism and the post-modern theatre; includes lectures, readings and reports. Suitable for non-majors. (D)

270. Theatre in Education. (3h) Practical experience for theatre and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasizes methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar. Also listed as EDU 223.

283. Practicum. (1-1.5h) Projects under faculty supervision. May be repeated for no more than three hours. P—POD.

290. Special Seminar. (1.5-3h) Intensive study of selected topics in theatre. May be repeated.

292. Theatre Honors. (3h) Tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P—POD.

294. Individual Study. (1-3h) Research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken for no more than three times for a total of not more than nine hours. P—POI.

295. Development and Performance. (1-4h) Intensive experiential course designed to research and develop a theatre piece resulting in performance. Focus varies.

2650. The English Theatre, 1660-1940. (3h) Study of the major developments in the English theatre from the Restoration to World War II, including the plays, playwrights, actors, audiences, theatre architecture, theatre management, costumes, and sets. Field trips include visits to theatres, museums, and performances. *Offered in London.* (D)

2660. Modern English and Continental Drama and the London Stage. (3h) Studies in the works of major playwrights of England and Europe from 1875 to the present. May also include contemporary production of classic plays. Emphasis is on plays which are currently being presented in London theatres. *Offered in London.* (D)

320. British Drama to 1642. (3h) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies. Also listed as ENG 320.

- 323. Shakespeare.** (3h) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist. Also listed as ENG 323.
- 336. Restoration and Eighteenth-Century British Drama.** (3h) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan. Also listed as ENG 336.
- 340. Directing.** (3h) An introduction to the theory and practice of play directing. For majors only. P—THE 110/112, 140 and 150. C—THE 381 and 250.
- 344. Acting Shakespeare.** (3h) Practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—THE 130 and 140. (D)
- 360. Playwriting.** (3h) Examines the elements of dramatic structure and their representations in a variety of dramatic writings. It explores the fundamentals of playwriting through a series of writing exercises.
- 372. Contemporary Drama.** (3h) Considers varieties of form and substance in plays and performance texts from Godot to the present. Readings cover such playwrights as Beckett, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Fornes, Mamet, Wilson, Soyinka, Fugard, and Foreman. Also listed as ENG 394.
- 374. Contemporary World Drama.** (3h) Considers varieties of form and substance in plays and performance texts from outside the mainstream of the Western theatrical tradition. Focus varies, for example Asian and Asian-American playwrights or drama of the Middle East. (CD)
- 375. American Drama.** (3h) Historical overview of drama in the United States, covering such playwrights as Boucicault, Mowatt, O'Neill, Glaspell, Wilder, Williams, Miller, Hansberry, Albee, Shepard, Norman, Hwang, Vogel, Mamet, and Wilson. Also listed as ENG 375.
- 376. Multicultural American Drama.** (3h) Examination of the dramatic works of playwrights from various racial and ethnic communities such as Asian American, Native American, African American, and Latino. Includes consideration of issues, themes, style, and form. Also listed as ENG 393. (CD)
- 381. Directing Workshop.** (1.5h) Practical application of directing techniques in realistic scene study utilizing student actors. C—THE 340.
- 385. Studio Production.** (1.5h) The organization, techniques and problems encountered in the production of a play for the public. P—THE 340 and POD.
- 390, 391. Special Seminar.** (1-3h) Intensive study of selected topics in the theatre. May be repeated.
- 392. Special Topics in Dramatic Literature.** (1-3h) Intensive study of selected plays and/or performance texts.
- 393. Special Topics in Dramatic Literature: Cultural Diversity.** (3h) Intensive study of selected plays and/or performance texts, focusing on cultural differences—for instance women playwrights, GLBT playwrights, or class-focused works. (CD)

Dance (DCE)

A dance minor requires 18 hours and must include:

One Modern course—DCE 120 (1.5h), 221 (1.5h), or 222 (1.5h);

Dance composition—DCE 123 (3h);

One Jazz course—DCE 126 (1.5h), 226 (1.5h), or 227 (1.5h);

One Ballet course—DCE 127 (1.5h), 229 (1.5h), or 231 (1.5h);

One Dance Performance—DCE 128A (1h) or 128B (1h);

Senior Dance Project—DCE 200 (1-1.5h);

One History of Dance—DCE 202 (3h) or 203 (3h);

Improvisation—DCE 205 (1.5h);

Introduction to Design and Production—THE 150 (4h)

101. Beginning Tap Dance. (1.5h) Fundamentals of tap dance technique with emphasis placed on technique, rhythm, vocabulary, and performance qualities. May be taken two times for credit.

120. Beginning Modern Dance Technique. (1.5h) Fundamentals of modern dance technique, with emphasis placed on movement concepts, vocabulary, technique, alignment, placement, and flexibility. May be taken two times for credit.

122. Special Topics in Dance. (1-3h) Intensive study of selected topics in dance. May be repeated.

123. Dance Composition. (3h) Fundamental study of improvisation, composition, and choreography. P—DCE 221, 226 or 229.

124. Social Dance. (1.5h) Fundamental techniques of social dance, providing basic skills, concepts of movement, style and fundamental step patterns found in social dance rhythms. Learn basic smooth dances, rhythm dances, Latin-American dances, and Cuban dances.

125. Folk and Social Dance. (1.5h) Fundamentals of folk and social dance, providing the basic skills, concepts of movement, style and fundamental step patterns of folk and social dance. Emphasis on the development of fundamental dance skills and practice in utilizing dance techniques.

126. Beginning Jazz Dance. (1.5h) Fundamentals of jazz technique with emphasis on alignment, isolations, flexibility, basic turns, jumps, and combinations. May be taken two times for credit.

127. Beginning Classical Ballet Techniques. (1.5h) Fundamentals of classical ballet technique with emphasis on alignment, placement, flexibility, barre work, adagio and petite allegro. May be taken two times for credit.

128. Dance Performance. (1h) Practical experience in the areas of rehearsal, choreographing, production and performance, as a choreographer, and/or performer in the Fall Faculty/Guest Artist Concert and/or Spring Dance Concert. May be taken eight times for credit.

128A. *Performance*

128B. *Choreography*

130. Movement for Men. (1h) A beginning level dance class for male students that surveys jazz, modern and/or ballet techniques. Emphasis on flexibility, coordination, and efficiency of movement. May be taken two times for credit. Eight week course.

200. Senior Dance Project. (1-1.5h) Investigation of selected semi-professional problems involving the creative process of choreography, study of notation, research idea, or production.

201. Intermediate Tap Dance. (1.5h) Progressive development of technique and vocabulary from DCE 101 with emphasis on exploring rhythm, dynamics, and performance qualities. May be taken four times for credit. P—DCE 101 or POI.

202. History of Dance. (3h) Survey of the development of dance as a performing art from the Renaissance to the present with an emphasis on scope, style, and function. (D)

203. Twentieth Century Modern Dance History. (3h) An exploration of the history of modern dance from Isadora Duncan to contemporary modern dance trends in the U.S. and abroad. (D)

205. Improvisation. (1.5h) An investigation of the art and technique of improvised dancing. The course borrows from visual art, poetry, literature, theatre, and music as catalysts for original movement generation. P—DCE 120 or 221.

221. Intermediate Modern Dance Technique. (1.5h) Progressive development of movement concepts and vocabulary from DCE 120 with emphasis on exploring both the classical and contemporary techniques of modern dance. May be taken four times for credit. P—DCE 120 or POI.

222. Advanced Modern Dance Technique. (1.5h) Progressive development of the concepts of DCE 221 with emphasis on qualitative performance, virtuosity, and versatility in a variety of technical forms within the modern dance discipline. May be taken four times for credit. P—DCE 221 or POI.

226. Intermediate Jazz Dance. (1.5h) Pursues the mastery of basic jazz technique along with more complex center floor combinations. Emphasis is on performance qualities and musicality. May be taken four times for credit. P—DCE 126 or POI.

227. Advanced Jazz Dance. (1.5h) Pursues the mastery of jazz technique along with more complex center floor combinations. Emphasis is on performance qualities, musicality, technique, virtuosity, and creativity. May be taken four times for credit. P—DCE 226 or POI.

229. Intermediate Classical Ballet. (1.5h) Pursues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, and musicality. May be taken four times for credit. P—DCE 127 or POI.

231. Advanced Classical Ballet. (1.5h) Continues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, musicality, and pointe work. May be taken four times for credit. P—DCE 229 or POI.

241. Advanced Tap Dance. (1.5h) A progressive development of the concepts of DCE 201 with emphasis on qualitative performance, virtuosity, and versatility in a variety of technical forms within the tap dance discipline. May be taken four times for credit. P—DCE 201 or POI.

Urban Studies (URB)

(Interdisciplinary Minor)

Coordinator Professor of Economics Donald E. Frey

The interdisciplinary minor in urban studies requires fifteen hours, of which at least nine must be chosen from the following courses. Only one course from the art electives is permitted to count toward the minor. For course descriptions, see the relevant department's listings in this publication.

- ART 233. American Architecture. (3h) or 288. Modern Architecture. (3h) or 396. Art History Seminar. I. Architecture and Urbanism. (3h)
- ECN 246. Urban Economics. (3h)
- POL 222. Urban Politics. (3h)
- SOC 333. The Sociology of Cities. (3h)
- URB 250. Urban Planning. (3h)
- 270. Individual Study. (3h)

Courses needed to complete the remaining six hours may be chosen from among the following courses. Additional elective courses may have been approved since publication of this bulletin. The program coordinator maintains a complete list of all approved elective courses. For course descriptions, see the relevant department's listings in this publication.

- EDU 271. Geography: The Human Environment. (3h)
- HST 2253. History of Venice. (3h) Offered in Venice.
- 2260. History of London. (3h) Offered in London.
- 352. U.S. Social History II. (3h)
- SOC 152. Social Problems. (3h)
- URB 280. Urban Internship. (3h)

Students intending to minor in urban studies should consult with the coordinator as early as possible to discuss scheduling of courses not offered annually, careers in urban studies, and other issues. In exceptional cases, the coordinator may approve limited substitutions for the listed courses.

250. Urban Planning. (3h) The principles of urban planning and urban form. Some typical topics are urban history and its relationship to urban form, the features of communities, the exploration of urban development practices, and the role of planning policies and urban design in the planning process.

270. Individual Study. (3h) Directed readings in a specialized area of urban studies not otherwise in the curriculum. Under supervision of an instructor teaching in the minor. P—POI and approval of the coordinator of the minor.

280. Urban Internship. (3h) Field work in agency addressing urban issues. Related readings and paper are required. Under direction of an instructor teaching in the minor. P—POI and approval of the coordinator of the minor.

Women's and Gender Studies (WGS)

(Interdisciplinary Minor)

Director Wanda Balzano

Professors Mary K. DeShazer, Linda Nielsen

Core (Rotating) Faculty Sarah Barbour (Associate Professor of Romance Languages),

Anne Boyle (Professor of English), Mary F. Foskett (Associate Professor of Religion),

Michele Gillespie (Kahle Family Associate Professor of History),

Angela Hattery (Z. Smith Reynolds Foundation Fellow and Associate Professor of Sociology),

Perry L. Patterson (Professor of Economics)

Adjunct Professors Shannon Gilreath, Gary Ljungquist, Michelle J. Naughton, Teresa Smith

Visiting Assistant Professor Patricia K. Willis

Women's and gender studies (WGS) provides an opportunity for study and dialogue on a broad range of topics related not only to feminist contributions to the fundamental fields of human knowledge and achievement, but also to interdisciplinary studies of feminisms, masculinity, sex, gender and sexuality.

The interdisciplinary minor in women's and gender studies must include WGS 221 and 321, and a minimum of twelve additional hours, for a total of eighteen hours. If courses not designated WGS are taken, they must be from an approved list on file with the director; examples of these courses are listed. Students may count no more than six hours from their major(s) toward the minor.

A student intending to minor in women's and gender studies should consult the director of women's and gender studies, preferably during their first or early in their second year. Students pursuing the minor are encouraged to take WGS 221 in the first or sophomore year, two or three courses in the sophomore and junior years, and complete the remaining hours, including the capstone research seminar, WGS 321, in the senior year.

101. Window on Women's and Gender Studies. (1h) An opportunity to experience and reflect analytically in writing on the diverse cultural and intellectual life of Wake Forest, with an emphasis on women's and gender studies events and topics. Pass/Fail only.

111. Writing and Women's Issues. (3h) This writing-intensive seminar explores special topics that include women, such as: women and creativity; women, work, and family; Womanist literature; reproductive rights; violence against women; women and the arts; the emergence of feminist thought. Emphasis is on expository writing, critical thinking, and exchange of ideas in a discussion and workshop setting; frequent essays based on readings. Satisfies the basic composition but not the minor requirement.

221. Introduction to Women's and Gender Studies. (3h) An interdisciplinary course, taught by women's and gender studies faculty representing at least two fields, that integrates materials from the humanities and the sciences. Topics include critical methods and practical solutions, history and theory of women's and gender studies, women in culture and society, and cross-cultural issues of gender, ethnicity, social class, disability, and sexual orientation. (CD)

310. Gender, Power, and Violence. (3h) A research-centered study of various issues related to violence, power, and gender in American society. Emphasis is on sociological analysis of competing theoretical explanations of violence with respect to race, class, gender, religion, and sexual orientation. Also listed as SOC 375. (CD)

- 321. Research Seminar in Women's and Gender Studies.** (3h) A capstone, research-centered study of questions raised by women's and gender studies on an interdisciplinary topic, such as women's health issues, international women's issues, lesbian and gay culture and theory, women and the arts, etc. May be repeated for credit if topic differs.
- 350. Biocultural Perspectives on Women and Aging.** (3h) A course that examines biological, socio-psychological, and cultural issues affecting older women.
- 358. Mothers and Daughters.** (3h) A course that examines literature, psychology, and feminist theories on motherhood and the mother-daughter relationship.
- 359. Fathers and Daughters.** (3h) The ways in which fathers influence their daughters' emotional, psychological, and intellectual development. Selected materials from psychology, mythology, film, and contemporary literature.
- 377. Special Topics.** (1.5h, 2.5h, 3h) Includes such women's and gender studies topics as gender issues in the twenty-first century, Jewish-American women writers, African-American women writers, women and aging, critical approaches to women's issues, and the emergence of feminist thought. May be repeated for credit if topic differs.
- 396. Independent Study.** (1-3h) Independent projects in women's and gender studies which either continue study begun in regular courses or develop new areas of interest. A maximum of three hours may apply to the minor. By prearrangement.
- 397. Internships in Women's and Gender Studies.** (1.5h-3h) Practicum opportunities for work and for research in conjunction with a local women's or justice organization, such as W-S Family Services, NOW, NC Center for Laws Affecting Women, AIDS Care Service, etc. A maximum of three hours may apply to the minor. Pass/Fail only.

In addition to the women's and gender studies courses, the following courses may be included in the minor. (See course descriptions under appropriate listings.)

- 100. R.A.D.: Rape Aggression Defense.** (1h) Develops and enhances the options of self-defense, including basic physical self-defense tactics and risk reduction and avoidance, so they may become viable considerations for any woman who is attacked. Required readings include social science research on violence against women. Pass/Fail only.

Electives for Women's and Gender Studies

Additional elective courses may have been approved since publication of this bulletin. The program director maintains a complete list of all approved elective courses. For the following course descriptions, see the relevant department's listings in this publication.

Courses in the Humanities

- AES 310. Race, Class, and Gender in a Color-blind Society. (3h)
- ART 351. Women and Art. (3h)
- CLA 252. Women in Antiquity. (3h)
- ENG 340. Studies in Women and Literature. (3h)
 - a. The woman writer in society
 - b. Feminist critical approaches to literature
- HST 337. Gender in Early America. (3h)
- 338. Gender in Modern America. (3h)

- HMN 230. Women Writers in Contemporary Italy. (3h)
 265. Gender, Spirituality, and Art. (3h)
 290. Innovation and Inclusivity. (3h)
 320. Perspectives on the Middle Ages. (3h)
 a. Medieval Women
 b. Medieval Constructs of Gender, Race, and Class
 353. African and Caribbean Women Writers. (3h)
- MUS 208. Women and Music. (3h)
- REL 318. Feminist and Contemporary Interpretations of the New Testament. (3h)
 340. Men's Studies and Religion. (3h)
 345. The African-American Religious Experience. (3h)
 366. Gender and Religion. (3h)
 370. Women and Christianity. (3h)
 371. Theology and Sexual Embodiment. (3h)
- THE 290. Seminar: Women Playwrights. (3h)

Courses in the Social and Natural Sciences

- AES 151. Race and Ethnic Diversity in America. (3h)
- ANT 332. Anthropology of Gender. (3h)
- COM 340. American Rhetorical Movements to 1900. (3h)
 341. American Rhetorical Movements since 1900. (3h)
 370. Special Topics: Race, Class, Gender, and Sexuality. (3h)
- ECN 273. Economics for a Multicultural Future. (3h)
- POL 229. Women and Politics. (3h)
 252. Topics in International Politics: Gender and International Relations. (3h)
 277. Feminist Political Thought. (3h)
- PSY 265. Human Sexuality. (3h)
 270Y. Topics: Women, Health, and Culture. (1h)
 359. Psychology of Gender. (3h)
 364. Prejudice, Discrimination, Racism, and Heterosexism. (3h)
- SOC 153. Contemporary Families. (3h)
 305. Gender in Society. (3h)
 309. Sexuality and Society. (3h)
 311. Women in Professions. (3h)
 318. Social Stratification in the American South. (3h)
 337. Aging in Modern Society. (3h)
 348. Sociology of the Family. (3h)
 353. Families in Later Life. (3h)
 359. Race and Ethnic Relations. (3h)
 360. Social Inequality. (3h)
 361. Sociology of the African-American Families. (3h)

Other Courses

FYS 100. First Year Seminar. (3h) First year seminars are a basic requirement for graduation and are designed to enhance each student's academic and social integration into Wake Forest. They foster intellectual interchange, both written and oral, and encourage examination of opposing viewpoints through reading, writing, and debate of issues in a small group setting. Seminars are offered in most academic departments and programs. Contact Paul Orser, Dean's Office, for more information.

LIB 100. Accessing Information in the Twenty-first Century. (1h) This seven and a half week course provides a basic understanding of concepts in the research process, enabling students to identify appropriate strategies for filling the information need. The course explores the broad array of information sources in various formats and disciplines, and emphasizes the organization, efficient retrieval, and critical evaluation of electronic and print information. Contact Rosalind Tedford, Z. Smith Reynolds Library, for more information.

SPM 201. Basic Athletic Training. (3h) A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries. For more information, contact Greg Collins, collinsg@wfu.edu.

SPM 302. Advanced Athletic Training. (4h) An in-depth analysis of preventative measures, therapeutic modalities, and rehabilitative procedures employed in sports medicine. For more information, contact Greg Collins, collinsg@wfu.edu.

Wayne Calloway School of Business and Accountancy



Dean Jack E. Wilkerson Jr.

Associate Deans J. Kline Harrison, Gordon E. McCray

Assistant Dean for Student Professional Affairs Helen W. Akinc

Assistant Dean for Student Academic Affairs Katherine S. Hoppe

Director of Accountancy Program Lee G. Knight

Director of Graduate Studies Yvonne L. Hinson

Thomas H. Davis Professor of Business Umit Akinc

F.M. Kirby Professor of Business Excellence Robert R. Bliss

Merrill Lynch Professor of Accountancy Jonathan E. Duchac

Thomas S. Goho Professor of Finance and Associate Professor Thomas S. Goho

Kemper Professor of Business J. Kline Harrison

Hylton Professor of Accountancy Lee G. Knight

Wayne Calloway Professor of Accountancy Dale R. Martin

J. Tylee Wilson Professor of Business Ethics Donald P. Robin

Wayne Calloway Professor of Taxation Ralph B. Tower

PricewaterhouseCoopers Associate Professor of Accountancy George R. Aldhizer

Benson-Pruitt Associate Professor James F. Cotter

PricewaterhouseCoopers Faculty Fellow and Associate Professor of Accountancy Yvonne L. Hinson

Citibank Faculty Fellow and Associate Professor William M. Marcum

BellSouth Mobility Technology Faculty Fellow and Associate Professor Gordon E. McCray

Cooper Family Fellow in Information Systems and Assistant Professor Bruce R. Lewis

Research Professor Elizabeth J. Gatewood

Professors Emeritus John S. Dunkelberg, Eddie V. Easley, Thomas C. Taylor

Professors S. Douglas Beets, Stephen Ewing, G. Page West III, Jack E. Wilkerson Jr.

Associate Professors Terry A. Baker, Sheri A. Bridges, Arun P. Dewasthali, Pat H. Dickson, Paul E. Juras

Assistant Professors Holly H. Brower, Michelle Steward

Adjunct Assistant Professors , herry L. Jarrell, Julie H. Wayne

Senior Lecturer in Business E. Clayton Hipp Jr.

Lecturers in Business Katherine S. Hoppe, Debra R. Jessup

Visiting Lecturer Benjamin Paz

Instructors Helen W. Akinc, Jennifer Barksdale, Michael M. Cook, Robert E. Fly, David A. Gilbert,

Jennifer Hudson, Suzanne Jabbour, Emily Neese, Thomas H. Ramsey, Bren Varner

Mission

The mission of the Calloway School of Business and Accountancy at Wake Forest University is to enhance business and society through our teaching and scholarship. We value: an environment that promotes thoughtful reflection and a high level of face-to-face interaction; intellectual curiosity, including a passion for the study of business; teaching excellence; challenging academic standards; the creation and dissemination of knowledge; and honor and integrity. Our key learning goals are: awareness of contemporary business issues; holistic understanding of effective conduct of business; effective communicators; effective decision makers; effective team members; and honor and integrity.

Accreditation

The Calloway School is accredited through AACSB International's management accreditation standards as well as its accounting accreditation standards. Accounting accreditation is an elective extension of management accreditation. AACSB International may be contacted at (813) 769-6500, 777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602 and at <http://aacsb.edu/>. Inquiries should relate only to the accreditation status of the school and not to general admissions information.

AACSB International accreditation represents the highest standard of achievement for business schools and accounting programs, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in business education.

Wake Forest University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. The Commission can be contacted at (404) 679-4501, 1866 Southern Lane, Decatur, Georgia 30033-4097 and www.sacscoc.org. Inquiries should relate only to the accreditation status of the institution, and not to general admission information.

Programs and Majors

The Calloway School of Business and Accountancy offers two degree programs: the four-year Bachelor of Science degree, with majors in accountancy, business, finance, and mathematical business (in cooperation with the Department of Mathematics); and the Master of Science in Accountancy (MSA) degree. When taken in conjunction with the Calloway School's undergraduate degrees in accountancy or finance, the MSA degree requires one additional year of study.

Business. The business major in the Calloway School prepares students for success in today's business world with a challenging and high quality curriculum. The major is intentionally general and facilitates the integration of the various business disciplines with the liberal arts core. It also emphasizes flexibility by allowing the opportunity for specialized career paths and for minors outside the Calloway School.

Finance. The finance major in the Calloway School prepares students for success in careers in financial services, including portfolio management, investment and commercial banking, and financial consulting. The major emphasizes a strong concentration in finance, supported by accounting concepts beyond the introductory level, which is critical in a global environment.

Mathematical Business. The mathematical business major, offered by the Calloway School jointly with the Department of Mathematics, prepares students for careers in business and government

that require model-based, advanced quantitative approaches to problem solving. The major responds to today's complex global environment, where problems in business administration and public policy making are becoming more intricate, requiring the use of such approaches.

Accountancy. The Calloway School's separate accounting accreditation through AACSB International requires that the School establish a separate statement of mission for its accountancy program complementary to the School's basic mission statement provided. Accordingly, the mission and values of the School's accountancy program are as follows:

The mission of the Wake Forest accountancy program is to enhance business, society, and the accountancy profession through our teaching and scholarship. We value: an environment that promotes thoughtful reflection and a high level of face-to-face interaction; intellectual curiosity, including a passion for the study of business; teaching excellence; challenging academic standards consistent with high-quality students; the creation and dissemination of knowledge; honor, integrity, and respect for the ethical and legal foundations of the accountancy profession; and strong relationships with alumni, recruiters, and other members of the accountancy profession.

The five-year accountancy program includes both the baccalaureate and master's programs, and requires admittance during the student's junior year. Students admitted to the five-year accountancy program may major in either accountancy or finance (FIN-M) at the baccalaureate level. During the third and fourth years, students admitted to the program take the business, accounting, and finance courses required for a major in accountancy or finance. The curriculum also provides students with the opportunity to do a professional internship during the fourth year. The coursework, combined with the professional internship, provides students with a solid foundation in the concepts, principles, and practices of accountancy and business. Students need this foundation for success in the MSA program and the early years of their careers.

The curriculum for the fifth year of study adds both depth and breadth to students' undergraduate foundation in accountancy and finance and prepares them for a wide variety of careers in accountancy and financial services (for example, auditing and assurance, taxation, business advisory services, forensic accounting, investment and commercial banking). The five-year program also qualifies students to take the CPA examination in North Carolina and most other jurisdictions.

Admission

Admission to the Calloway School is by formal application, and applicants are screened by the Committee on Admissions, Continuation, and Scholarships of the Wayne Calloway School of Business and Accountancy. Before being considered for admission to the Calloway School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the Wayne Calloway School of Business and Accountancy are completion of forty-nine hours with an overall grade point average of 2.7, completion of ECN 150, MTH 106 or 111 (MTH 112 or the equivalent for the mathematical business major), ACC 111 (with a minimum of C in each course) and one additional Calloway School course (ACC 221, BUS 201, 211, 221, 231, 251 or 261). In addition, students should have completed BUS 100. Students who have not met fully the above requirements may request a one-semester provisional acceptance.

The number of students who can be accommodated is limited. Meeting the minimum requirements is not a guarantee of admission. Therefore, the Calloway School reserves the right to grant or deny admission or readmission to any student even though he or she meets the minimum requirements. Readmission to the Wayne Calloway School of Business and Accountancy

first requires readmission to Wake Forest College, requirements for which are discussed in this bulletin.

Admission to the MSA Program

Admission to the MSA program requires Calloway students who have completed ACC 211 to file a formal application to the Graduate School of Arts and Sciences at the beginning of the spring semester of their third year of study. In connection with the application, students must submit three recommendations and official scores on the Graduate Management Admission Test (GMAT) to the Graduate School of Arts and Sciences. The accountancy faculty evaluates the applicants and makes admissions decisions on a competitive basis. (See the Graduate School Bulletin for more information.)

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the Wayne Calloway School of Business and Accountancy will be taken in the Calloway School. For students wishing to transfer credit from other schools towards their major, the following general **guidelines** apply:

- (a) *All approvals for transfer credits from other institutions to the Calloway School must be:*
 - (1) *approved prior to admission into the School for transfer students and*
 - (2) *pre-approved before such courses are taken by non-transfer students.*
- (b) *Courses taken at AACSB accredited schools will be considered for transfer credit per (a) above. Transfer credit for all courses taken at schools not accredited by the AACSB generally requires a validation exam in order to be considered for transfer credit.*
- (c) *Study abroad transfer credit will be considered per (a) above for coursework taken through international programs sponsored by AACSB accredited schools or offered by select universities or programs approved by the Calloway faculty. Courses taken through international programs not meeting these qualifications will require a validation exam in order to be considered for transfer credit [per (a) above].*
- (d) *No online courses will be considered for transfer credit from any university.*
- (e) *Courses passed at another school with the minimum passing grade at that school may not be transferred.*
- (f) *No work in courses numbered 200 and above will be accepted from two-year schools.*
- (g) *No coursework equivalent to the 300-level or higher courses at Calloway will be accepted for transfer credit.*
- (h) *Courses taken elsewhere in subjects not offered at the Calloway School will not necessarily count toward the hours required in the Calloway School.*
- (i) *A maximum of two courses (6 hours) may be transferred after admission into the Calloway School (including any approved economics course counting toward the major).*
- (j) *Students entering the Calloway School from the College of Arts and Sciences at Wake Forest University must take Accountancy 111 within the Calloway School. Students transferring into the Calloway School from another university must take a validation examination for Accounting 111.*

For the accountancy major, a minimum of forty-two hours must be earned in the Wayne Calloway School of Business and Accountancy at Wake Forest University; for the major in business, a minimum of thirty hours must be earned in the Calloway School; for the major in finance, the minimum hours earned in the Calloway School must total thirty-eight; for the FIN-M option, a

minimum of fifty hours must be earned in the Calloway School; and for the bachelor of science in mathematical business, a minimum of thirty hours must be earned in the Calloway School and/or mathematics department at Wake Forest University.

Students from the College of Arts and Sciences (non-Calloway majors) wishing to transfer business or accounting courses taken at other institutions towards credit as general electives in the College may do so upon review of that course's description in the school's catalog (and in some cases review of the syllabus for that course).

Requirements for Continuation

In addition to the requirements outlined in the Procedures section of this bulletin, a student must be academically responsible and must show satisfactory progress toward completing the requirements for the degree. The administration of the Wayne Calloway School of Business and Accountancy notifies the student if satisfactory progress is not being made and, after consultation with the Committee on Admission, Continuation, and Scholarships, decides if the student may continue as a major in the Calloway School.

Requirements for Graduation

The Wayne Calloway School of Business and Accountancy confers the bachelor of science degree with a major in accountancy, business, finance, or mathematical business. The requirements for completion of the degrees are those in effect at the time the student enters the Calloway School.

The accountancy major requires the following courses: ACC 111, 211, 212, 221, 237, 351, and 352; BUS 100, 201, 211, 221, 231, 241, 251, 261, and 271 or 272; ECN 150; MTH 106 or 111.

The business major requires the following courses: ACC 111 and 221; BUS 100, 201, 202, 211, 221, 231, 241, 251, 261, and 271 or 272; ECN 150; MTH 106 or 111; and a minimum of nine hours from BUS 209, 212, 213, 215, 216, 217, 222, 223, 224, 225, 227, 228, 232, 233, 234, 235, 236, 238, 243, 253, 262, 265, 281, 282, 290, 291, 293, 294, 338 or accounting courses numbered 200 or above (excluding ACC 221). One elective may be taken from economics courses numbered 200 or above.

The finance major requires the following courses: ACC 111, 211, 212, and 221; BUS 100, 201, 211, 221, 231, 232, 238, 241, 251, 261, and 271 or 272; ECN 150; MTH 106 or 111; and a minimum of six hours from BUS 233, 234, 235, 236. A student may substitute three hours of an upper level Calloway elective for one finance elective, subject to review by the finance faculty.

Prerequisites for the mathematical business major include the following courses: ACC 111 and 221; MTH 112 or the equivalent; ECN 150; and BUS 100. Requirements for the mathematical business major are: MTH 253, 256, 301 (or 113), 302 (or 121), 353; BUS 211, 221, 231, 241, 251, 261, 292; and a minimum of six additional hours—only three of which can be in business. Mathematics electives must be at the 300 level or above, excluding 381.

In addition to the courses stipulated, the student in business and accountancy also must meet the following requirements for graduation:

- (a) *a minimum of 120 hours, including the basic and divisional requirements established by Wake Forest College;*
- (b) *a minimum grade point average of 2.0 on all work attempted at Wake Forest;*
- (c) *a minimum grade point average of 2.0 on all work attempted at other institutions; and*
- (d) *an overall 2.0 grade point average on all business and accountancy courses.*

Senior Honors Program

Calloway School students (exclusive of mathematical business majors) with a grade point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the School are graduated with the designation "Honors in Accountancy," "Honors in Business," or "Honors in Finance." For additional information, interested students should consult a member of the faculty of the Wayne Calloway School of Business and Accountancy.

Mathematical business majors with a grade point average of at least 3.0 on all college work and a minimum grade point average of 3.5 in the major are invited to apply for admission to the honors program in mathematical business. A project, paper, or readings, and an oral presentation or examination are required. Those who successfully complete the requirements specified by the school and the mathematics department are graduated with the designation "Honors in Mathematical Business." For additional information, interested students should consult a member of the faculty of the mathematics department or the Wayne Calloway School of Business and Accountancy.

Beta Gamma Sigma, National Honor Society

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the upper five percent of the junior class or the upper ten percent of the senior class.

Courses of Instruction

Business (BUS)

100. Introduction to Business Communications. (1.5h) Provides students with the basics in persuasive speaking and business writing skills. Corporate or case analyses are used to explore the integrative nature of business.

101S. Introduction to Business Software. (1.5h) Provides students with basic skills in business software. Focuses on software for presentations, spreadsheets, and databases. In addition, students are familiarized with databases provided through the library and through the Internet that facilitate their ability to do research. Does not count towards a Calloway major.
Summer only.

111. Professional Life Skills. (1.5h) Provides students with the basics of managing their personal finances and employee benefits. Focuses on topics such as: personal banking and budgeting fundamentals; individual credit and tax issues; employee investment and insurance options; and home rental or purchase considerations. Open to Calloway and non-Calloway students.
Pass/Fail only.

113. Foundations of Entrepreneurship. (3h) Addresses the challenges of creating and sustaining organizations in today's global environment. Provides an overview of the role and importance of entrepreneurship in the global economy and in society. Examines how individuals use entrepreneurial skills to craft innovative responses to societal needs. Does not count toward a Calloway major. Also listed as ESE 101.

181. Field Study. (1h) Directed field study in specialized areas of business. Pass/Fail only
P—BUS 100 and ACC 111, POI.

201. Quantitative Analysis I. (3h) Emphasizes the understanding and application of quantitative tools used in the business decision making process. Issues covered include collection and presentation of data, sampling, and inferences. P—BUS 100.

202. Quantitative Analysis II. (3h) Emphasizes the understanding and application of quantitative tools for data analysis and managerial decision-making. Topics include statistical tools such as Chi-Square methods, analysis of variance, regression, and correlation analysis. Management science tools include statistical decision theory and some deterministic optimization models such as linear programming and its various extensions. Application of these methods to the analysis of decisions from various functional areas of business is an important component of the course. P—BUS 201.

209. Seminar: Contemporary Issues in Business. (3h) Examines current business issues using the theory and practices covered in the core courses. Topics may include recent global business events and policies, corporate takeovers and restructurings, business aspects of health care, workplace issues, the relationship of government and business decisions, among others. The topics discussed change each semester reflecting the important issues at that time. P—Senior status and POI.

211. Organizational Behavior. (3h) Focuses on the behavior, structure, and processes within organizations. Emphasis is on developing knowledge and skills regarding the role of individuals and groups within organizations, as well as organizational dynamics. P or C—BUS 100.

212. Human Resource Management. (3h) Focuses on important human resources management (HRM) skills that are frequently used by general managers. Upon completion of the course, students should be literate in basic HRM concepts, knowledgeable of general managers' HRM responsibilities, and skilled in HRM applications as prospective managers. P—BUS 211.

213. Entrepreneurship. (3h) Exposes students to multiple facets of entrepreneurship and teaches about creating new ventures in a hands-on fashion. A broad range of ideas, readings, and cases enable students to understand the ambiguous and highly-charged environment of entrepreneurship, the contribution of entrepreneurial endeavors to business and society, and the characteristics of successful new venture startups. Focuses on three areas that define successful entrepreneurial pursuit of new for-profit, non-profit, and social enterprise initiatives: recognizing opportunity, management, and assembling resources. The completion of a team-based business plan for a new venture is usually required. Guest speakers present their views of entrepreneurial organizations based on real-world experiences—startup, financing, legal, transition, failure, etc. P—BUS 211, 221, and 231, or POI.

215. Seminar in Comparative Management. (3h) Focuses on the global issues in management. Emphasis is on different management philosophies and styles practiced in an international context. Conducted in a seminar format, the course examines the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and employee behavior. P—BUS 211.

216. Leading in the Nonprofit Sector. (3h) Explores the role of nonprofit organizations (churches, schools, civic organizations, health clinics, etc.) and examines how to effectively lead them.

Basic knowledge areas of responsibility in nonprofit organizations (ie, legal classifications and issues, recruiting and managing volunteers, community development, fundraising, board development, and ethical concerns) are covered. Pertinent leadership theories and issues are addressed. P—Senior standing.

217. Change Management. (3h) Focuses on the processes of change and reorganization in organizations. Students develop the skills and knowledge necessary to allow them to assess the necessity for organizational change, identify factors that facilitate or impede successful change, and initiate and implement change in organizations. P—BUS 211.

221. Principles of Marketing. (3h) Investigates the means by which firms create, maintain, and improve relationships with customers through the development of strong brands and effective marketing programs. Emphasizes the application, rather than the acquisition, of marketing knowledge. Explores how the four Ps—product, price, place, and promotion—can be used to solve problems, exploit opportunities, and meet challenges in the global marketplace. Discussions, cases, objective tests, in-class exercises and a marketing campaign project are among the instructional methods used. P—ECN 150, BUS 100, and ACC 111, or POI.

222. Global Marketing Strategy. (3h) Builds on BUS 221 to explore strategic issues in the global marketplace in greater depth through intensive examination of cases from consumer and industrial markets; product and service businesses; and for-profit and nonprofit organizations. Analyzes social, cultural, economic, legal, and political factors present in the global marketplace and their impact on planning and implementing marketing strategy. Focuses on building analytical and decision-making skills. Objective is to ensure students understand the key role of marketing strategy in achieving and maintaining competitive advantage in an ever-changing, increasingly complex global business environment. P—BUS 221.

223. Selected Topics in Marketing. (3h) Identifies the most current marketing topics and practices in the dynamic global marketplace and covers them in detail. Focuses on the application of leading-edge concepts and ideas in the creation of superior marketing strategies. Seminar approach requires active student participation in the identification, elaboration, and discussion of course material. P—BUS 221.

224. Marketing Research. (3h) Introduction to fundamentals of research methodology and use of research information in marketing decision making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—BUS 201 and 221.

225. Consumer Behavior. (3h) Focuses on understanding the customers/consumers/buyers/clients/patients/patrons without whom marketing and business cannot survive. Examines consumer motivations, influences, decision-making processes, and behaviors as they relate to the development of competitive marketing strategy. Discussions, mini-cases, in-class exercises, and a project are among the instructional methods used. P—BUS 221 or POI.

227. Marketing Communications. (3h) Designed for students whose career plans involve making strategic marketing decisions. Emphasizes ways to foster relationships with consumers by establishing a dialogue through advertising, consumer and trade promotions, the Internet, direct mail, publicity, packaging, point of sale material, and event sponsorship. Discussions, cases, in-class exercises, oral presentations, and a marketing communications campaign project are among the instructional methods used. P—BUS 221.

228. Sports Marketing. (3h) Focuses on the application of the strategic marketing process to the rapidly growing sports industry. Varied elements of the industry are examined: understanding the sports consumer; marketing and media; advertising and communication; promotion and special events; licensing; and corporate sponsorships. Current research, including gender-specific marketing, using athletes as endorsers, segmenting the sports market, measuring value of sponsorship, and the impact of technology on sports are covered. P—ECN 150 or equivalent.

231. Principles of Finance. (3h) Survey course examining the fundamentals of financial decision-making and including topics such as the time value of money, security valuation (corporate debt and equity pricing), risk and return, financial statement analysis, capital budgeting, and the cost of capital. Financial decision-making is developed within the context of domestic and international institutions and markets. P—ACC 111, P or C—ECN 150.

232. Advanced Financial Management. (3h) Provides an in-depth examination of the complexities of valuation and stresses practical applications of financial decision making. Topics include: strategic capital budgeting with managerial flexibility (real options), cost of capital determination, firm valuation, working capital management, financial statement forecasting (pro forma analysis), risk analysis, and financial restructuring. Incorporates electronic spreadsheet applications in problem solving and financial modeling. P—BUS 231 with a C or better.

233. Investment Analysis. (3h) Equity market analysis course where students are exposed to portfolio development and analysis, valuation of equity securities, and selection of equity securities for portfolio construction. P—BUS 232 with a C or better, C—POI.

234. International Finance. (3h) Examines the impact of international financial economics on markets and the management of both domestic and multinational firms. Emphasis is on institutional and environmental factors influencing trade, foreign exchange, and capital acquisition and allocation. P—BUS 232 with a C or better, or POI.

235. Fixed Income and Securitization. (3h) Fixed income markets are critical to the economy. These markets have been transformed by the development and widespread adoption of securitizations and structured products. This course provides an introduction to interest rate risk management, the nature of fixed income markets, the structure and underlying economic rationale for various structured products including collateralized debt obligations, and the role of financial engineering in fixed income markets and risk management. P—BUS 232 with a C or better, or POI.

236. Financial Derivatives. (3h) Explores the pricing and uses of derivatives; the role of market participants; how market structures and practices facilitate risk transfer; and the uses of derivatives for hedging. Covers futures/forwards, options, and swaps, the three most important types of financial derivatives. P—BUS 232 with a C or better, or POI.

238. Integrative Financial Decision Making. (2h) The capstone course for finance majors. Applies the skills learned in prior courses to develop a chief financial officer's view of business. Students analyze cases and grapple with problems and issues in the business media. P—BUS 232 and at least one of the following: BUS 233, 234, 235, 236. (With a C or better in all listed courses.)

241. Production and Operations Management. (3h) Introduces the basic concepts of operations strategy and operations planning in support of the business strategy of the firm. Topics include: operations strategy, quality management, project planning and control, capacity planning, location, layout, demand forecasting, supply chain management, aggregate planning, production scheduling, and inventory systems. P—BUS 201.

243. Management of Technology and Innovation. (3h) Explores the management challenges and opportunities created by emerging new technologies including both product and process technologies. Themes include (1) how pioneering firms manage the initial exploitation of new technologies to create business value and establish a competitive advantage through new product development or new process development and (2) how established firms cope with an emerging technology that threatens to diminish their competitive advantage or displace demand for products and services. Deals with managerial rather than technical choices. P—BUS 211, 221, 231 and 251, or POI.

251. Management Information Systems. (3h) Introduction to the business issues associated with information systems, designed to provide a broad perspective for utilizing and managing an organization's information resources. Frameworks are presented for understanding the placement and relationship of different types of information systems within an organization. Includes an overview of computing technology currently used in business organizations, techniques for developing and implementing information systems, advanced applications of information technology, and the strategic implications of information systems and technology for business. P—BUS 100.

253. Selected Topics in Information Systems. (3h) In-depth study of contemporary issues in the field of information systems that are not covered in other information systems courses. Content varies. P—BUS 251 or POI.

261. Legal Environment of Business. (3h) Study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is on how the law develops and how economic, political, social, international, and ethical considerations influence this development. Includes an overview of private law topics (such as torts, contracts, and agency) and public regulation of the employment relationship, the competitive marketplace, and the environment. P or C —ACC 111.

262. Business Law. (3h) A study of substantive law topics applicable to business transactions including contracts, agency, property, the UCC, and business organizations with an emphasis on how these subjects intersect with the functional areas of business and affect managerial decision making. P—BUS 261.

265. Ethics and Business Leadership. (3h) An interdisciplinary exploration of ethics applied to business. Lectures, readings, and a case-based approach introduce the necessary background information. Examples of ethical and unethical situations are used to develop an understanding of how an efficient and effective business can also be ethical. (One-half of enrollment spaces are available for non-Calloway School students.) P—Junior or senior standing.

271. Strategic Management. (3h) Focuses on the derivation of competitive advantage by organizations. Emphasizes the activities of general managers who are responsible for the shape, character, and overall direction of the total enterprise. Course content includes analyzing the effects of industry and competitive environments on the firm, determining the strategic basis upon which the firm should compete, formulating and implementing integrative action plans which enhance performance, and strategic leadership. Principles of competitive analysis and strategic planning are applied to case studies of domestic situations, diversification, globalization, and corporate turnaround. P—BUS 211, 221, and 231. P or C—BUS 241.

272. Strategic Management in Entrepreneurial Firms. (3h) Core foundational concepts in strategic management are critically examined in the context of entrepreneurial firm settings. Emphasis is on applying principles of competitive analysis and strategic planning using case studies of startups, fast-growth firms, young firms in rapidly-changing industries, and firms confronting early organizational life cycle problems. Unique strategy issues confronted by firms in electronic commerce, technology, and other fast-paced industries are considered. P—BUS 211, 221, and 231. P or C—BUS 241.

281. Individualized Reading and Research. (1h, 2h, 3h) Directed study in specialized areas of business. P—POI.

282. Management in the Visual Arts. (3h) Taught by faculty from the Calloway School and the art department. Provides both art and business students with the essential skills, pragmatic experiences, and a conceptual framework for understanding the role the visual arts play within the national and international economies. Students receive preparation for involvement in art galleries, auction houses, museums, and publishing, as well as for contributions to various boards and organizations that commission or purchase works of art. The marketing, financial, legal, and strategic aspects of art management are explored. Emphasis is on dialogue between art majors and business majors enrolled in the course. Field study in at least one major metropolitan area for the purpose of gaining intensive exposure to professional arts management is required, but the majority of travel costs are covered by the University. Also listed as ART 297. (One half of enrollment spaces are available for students who have been accepted into the Calloway School; the remaining half of the spaces are available to declared art majors with junior standing or higher.) P—Junior or senior standing and POI.

290. International Business Study Tour. (3h) An experiential learning course which provides students with an exposure to and understanding of global operations in foreign settings. Each of the functional areas of business (marketing, operations, finance, human resources management, information systems, and strategic management) are covered through various site visits and presentations in selected foreign countries. Background readings and assignments appropriate to business or finance majors are required. *Taught overseas in the summer.* P—POI.

292. Seminar in Mathematical Business Analysis. (3h) Provides mathematical business majors with a forum where they can actually see how the mathematical, statistical and computer techniques can be brought to bear on many business problems in a variety of business functions. Emphasis is more on studying the process of modeling and implementation issues of the solutions and less on the algorithmic details. Critical and reflective thinking about models and the translation of results into management action is a major objective. Another objective of the seminar is to foster group work and the sharpening of presentation skills. P—BUS 211, 221, 231, 241, and MTH 256, 353.

293. Principles of Risk Management. (1.5h) Intended to assist students in identifying and analyzing risk and in managing it through a variety of mechanisms. Techniques such as loss control, risk retention, and risk transfer are discussed. P—Junior or senior standing.

294. Applied Risk Management. (1.5h) Professional risk management field work, under the direction of a faculty member. Students gain relevant practical experience that is integrated with casework and risk management theory. Emphasis is on analysis, decision-making in a global environment, teamwork, written and verbal skills, presentation skills, and using technology to solve problems. P—BUS 293, POI, and senior standing.

295. Summer Management Program. (6h) A study of the various functions of business including accounting, finance, information systems, management, marketing, production, and strategic planning. Special application and admission procedures. Students may not receive credit for both BUS 295 and BUS 297S. *Offered only in the summer and open only to junior and senior liberal arts majors.* Pass/Fail only.

296. Seminar in Fundamentals of Business. (4.5h) Study of the various functional areas of business, including finance, information systems, management, marketing, production, and strategic planning. P—Admission to master of science in accountancy program. Pass/Fail only. *Offered only in the summer.*

297S. SportsCOM. (6h) Study of the concepts, operations, and management associated with the sports industry. Students are introduced to such areas as the foundation of sports management, sociology of sports, sports marketing, psychology of coaching, sports economics and finance, ethics in management of sports organizations, legal issues in sports management, athletics administration, facilities management, and the strategic management of sports organizations. Students may not receive credit for both BUS 295 and BUS 297S. Special application and admission procedures. This course does not count toward a Calloway major. Enrollment is not limited to Calloway students. One-half of enrollment spaces are available for student athletes and one-half for non-student athletes with sport experience. Pass/Fail only. *Offered only in the summer with preference to rising seniors.*

338. Financial Statement Analysis. (1.5h) Study of the techniques used to analyze and interpret the information in corporate financial statements. Emphasis is on (1) accounting methods used in the preparation of financial statements, (2) implications of management's accounting choices for evaluation of corporate performance by creditors and investors, and (3) linkages among financial statement items. P—BUS 231 and ACC 212.

Accountancy (ACC)

111. Introductory Financial Accounting. (3h) Introduction to financial accounting and reporting, including the role of financial information in business decisions, the basic financial statements, and the processes used to prepare these financial statements. Students are introduced to the accounting and reporting issues associated with an organization's financing, investing, and operating activities. Sophomore standing.

211. Financial Accounting Theory and Problems I. (4h) Study of the conceptual framework underlying financial accounting in the U.S. as well as the financial accounting standards setting process and the basic corporate financial statements. Financial accounting and reporting issues associated with receivables, inventories, property, plant, equipment, and intangible assets are also examined. P—BUS 100 and minimum of C in ACC 111.

212. Financial Accounting Theory and Problems II. (4h) Examination of financial accounting and reporting issues associated with current liabilities and contingencies, long-term liabilities, stockholders' equity, dilutive securities and earnings per share, income taxes, pensions, postretirement benefits, leases, financial statement errors, and the statement of cash flows. P—Minimum of C in ACC 211.

221. Introductory Management Accounting. (3h) Study of the concepts fundamental to management accounting which aid in decision making, performance evaluation, and planning and control. Topics covered include product costing systems, budgeting, differential and break-even analysis, responsibility accounting, cost allocation, and management accounting reports. P—Minimum of C in ACC 111.

237. Taxes and Their Role in Business and Personal Decisions. (3h) Review of legal and accounting concepts associated with the federal taxation of income. Topics examined include the regular and alternative minimum tax models as well as gross income, capital gains, property transactions, deductions, and credits. P or C—ACC 211 or POI.

290. International Accounting. (3h) Experiential learning course that provides students with an opportunity to learn about international and transnational accounting standards, policies, and practices. Students participate in a study tour of several selected countries and gain an international accounting and business perspective through meetings with individuals in government, professional accounting firms, financial institutions, and manufacturing companies. Background readings and assignments appropriate to accounting or finance majors are required. *Taught overseas in the summer.* P—ACC 211 and POI.

291. Professional Accounting Internship. (6h) Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for coursework in the fifth year. Pass/Fail. P—Admission to MSA program and POI.

351. Accounting Information Systems. (3h) Study of the design and operation of accounting systems including the revenue, expenditure, and administrative transaction cycles. Emphasis is on the necessary controls for reliable data. P—Admission to MSA program, minimum of C in ACC 211 and BUS 251.

352. Introduction to Auditing. (4h) Examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is on auditing standards and the auditing procedures commonly used in public accounting. P—Admission to the MSA program, minimum of C in ACC 211; C—ACC 351 or POI.

378. Individualized Reading and Research. (1h, 2h, 3h) Directed study in specialized areas of accountancy. P—POI.

The Undergraduate Faculties



Date following name indicates year of appointment. Listings represent those faculty teaching either full or part-time during the fall 2006 and/or spring 2007. Leaves and teaching abroad assignments approved for fall 2007/spring 2008 are provided for the benefit of students, faculty, and staff and are subject to change.

Helen W. Akinc (1987) BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)	Instructor in Business (W. Calloway School of Business and Accountancy)
Umit Akinc (1982) BS, Middle East Tech. (Ankara); MBA, Florida State; PhD, UNC-Chapel Hill	Thomas H. Davis Chair of Business (W. Calloway School of Business and Accountancy)
Irma V. Alarcón (2005) BA, Universidad de Concepción (Chile); MA, PhD, Indiana	Assistant Professor of Romance Languages
Jane W. Albrecht (1987) BA, Wright State; MA, PhD, Indiana	Associate Professor of Romance Languages
George R. Aldhizer III (2001) BS, BA, Richmond; PhD, Texas Tech	PricewaterhouseCoopers Associate Professor for Academic Excellence (W. Calloway School of Business and Accountancy)
Rebecca W. Alexander (2000) BS, University of Delaware; PhD, University of Pennsylvania	Assistant Professor of Chemistry
Brian Allen (1977) BA, East Anglia; MA, PhD, London	Lecturer in Art History (London) (Department of Art, Part-time)
Edward E. Allen (1991) BS, Brigham Young; MA, PhD, California (San Diego)	Professor of Mathematics
David J. Anderson (1992) BA, Denison; MS, Michigan; PhD, Pennsylvania	Professor of Biology
John P. Anderson (1984) BS, MS, PhD, Georgia Tech; MBA, Alabama (Birmingham); MAEd, Wake Forest	Professor of Counseling
Paul R. Anderson (1990) BS, Wisconsin (Madison); MA, PhD, California (Santa Barbara)	Professor of Physics
Sharon Andrews (1994) BA, UNC-Chapel Hill; MFA, UNC-Greensboro	Zachary T. Smith Associate Professor of Theatre (Leave, spring 2008)
John L. Andronica (1969) BA, Holy Cross; MA, Boston College; PhD, Johns Hopkins	Professor of Classical Languages
Maya Angelou (1982) LittD, Smith, Lawrence, Columbia College (Chicago), Atlanta, Wheaton; LHD, Mills, Wake Forest, Occidental, Arkansas, Claremont, Kean	Reynolds Professor of American Studies
Elizabeth S. Anker (2006) BA, Hope College; JD, Chicago; ABD, Virginia	Assistant Professor of English
Elizabeth M. Anthony (1998) BA, Duke; MA, PhD, UNC-Chapel Hill	Lecturer in Romance Languages
John Paul Antonelli (2006) BS, NC State; BM, NC School of the Arts	Adjunct Instructor in Music

Victor Apanius (2006) BS, Wisconsin; PhD, Pennsylvania	Adjunct Assistant Professor of Biology
Johnne Armentrout (1989) BA, William and Mary; MAEd, Wake Forest	Adjunct Instructor in Counseling
Miriam A. Ashley-Ross (1997) BS, Northern Arizona; PhD, California (Irvine)	Associate Professor of Biology
Jorge Avilés-Diz (2004) BA, MA, Universidad de Salamanca, Spain	Instructor in Romance Languages
R. Scott Baker (2001) BA, Evergreen State College; MA, Tufts; PhD, Columbia	Associate Professor of Education
Terry A. Baker (1998) BA, Miami; MS, Illinois; MBA, Chicago; PhD, Kentucky	PricewaterhouseCoopers Associate Professor of Accountancy (W. Calloway School of Business and Accountancy)
Wanda Balzano (2005) BA, MA, University of Naples, Italy; MA, PhD, University College, Dublin	Director of Women's and Gender Studies and Adjunct Assistant Professor of English
Sarah E. Barbour (1985) BA, Maryville; Diplôme de Langue et de Civilisation Françaises, Paris; MA, PhD, Cornell	Associate Professor of Romance Languages
Adrian Bardon (2002) BA, Reed College; MA, University of Washington; PhD, Massachusetts (Amherst)	Assistant Professor of Philosophy
James P. Barefield (1963) BA, MA, Rice; PhD, Johns Hopkins	Wake Forest Professor Emeritus of History
Jennifer C. Barksdale (2006) BS, Wake Forest	Instructor in Accountancy (W. Calloway School of Business and Accountancy)
Bernadine Barnes (1989) BA, Illinois (Urbana-Champaign); MA, Pittsburgh; PhD, Virginia	Associate Professor of Art
Elizabeth Barron (2005) BA, Wake Forest; PhD, UNC-Chapel Hill	Visiting Assistant Professor of Romance Languages
Phillip G. Batten (1991) BA, PhD, UNC-Chapel Hill; MA, Yale; MA, Wake Forest	Adjunct Assistant Professor of Psychology
Karina Bautista (2005) BA, SUNY (Cortland); MA, Syracuse	Instructor in Romance Languages
Alessandra Beasley (2006) BA, Arizona State; MA, PhD, Pittsburgh	Instructor in Communications
H. Kenneth Bechtel (1981) BA, MA, North Dakota; PhD, Southern Illinois (Carbondale)	Associate Professor of Sociology
Robert C. Beck (1959) BA, PhD, Illinois	Professor of Psychology
S. Douglas Beets (1987) BS, Tennessee; MAcc, PhD, Virginia Poly. Inst. & SU	Professor of Accountancy (W. Calloway School of Business and Accountancy)
Margaret C. Bender (2000) BA, Cornell; MA, PhD, Chicago	Z. Smith Reynolds Foundation Fellow and Associate Professor of Anthropology
Justin Bennett (2004) BA, MA, Miami	Instructor in Romance Languages
Michael Bennett (2006) AB, MA, John Carroll; JD, Case Western Reserve; PhD, Saint Louis	Visiting Assistant Professor of History

Kristin Redington Bennett (2005) BA, Florida; MAEd, Wake Forest; PhD, UNC-Greensboro	Visiting Assistant Professor of Education
Paige Bentley (2006) BA, MAEd, Wake Forest; ABD, UNC-Greensboro	Adjunct Instructor in Counseling
Kenneth S. Berenhaut (2000) BA, MS, University of Manitoba (Canada); MA, PhD, Georgia	Associate Professor of Mathematics
Michael J. Berry (1985) BS, Jacksonville State; MA, Southeastern Louisiana; PhD, Texas A&M	Professor of Health and Exercise Science
Deborah L. Best (1972, 1978) BA, MA, Wake Forest; PhD, UNC-Chapel Hill	William L. Poteat Professor of Psychology
Zanna Beswick (1987) BA, Hons, Bristol (England)	Lecturer in Theatre (London)
Ulrich Bierbach (1999) MS, PhD, University of Oldenburg (Germany)	Associate Professor of Chemistry
Janice Blackburn (1996) BS, Campbell; MA, Wake Forest	Instructor in Mathematics
Robert R. Bliss (2004) BS, Purdue; MBA, PhD, Chicago	F.M. Kirby Chair of Business Excellence (W. Calloway School of Business and Accountancy)
Terry D. Blumenthal (1987) BS, Alberta (Edmonton); MS, PhD, Florida	Professor of Psychology
Ronald Bobroff (2001) BA, Pennsylvania; MSc, London School of Economics; MA, PhD, Duke	Lecturer in History
Sylvain H. Boko (1997) BA, Grinnell; PhD, Iowa State	Zachary T. Smith Associate Professor of Economics
Keith D. Bonin (1992) BS, Loyola; PhD, Maryland	Professor of Physics
Lynn Book (2005) BFA, Memphis College; MFA, School of the Art Institute of Chicago	Visiting Associate Professor of Theatre
Susan Harden Borwick (1982) BM, BME, Baylor; PhD, UNC-Chapel Hill	Professor of Music
Janet Boseovski (2004) BSc, University of Toronto; MA, McGill; PhD, Queen's	Visiting Assistant Professor of Psychology
John D. Bourland (1996) BS, MS, PhD, UNC-Chapel Hill	Adjunct Associate Professor of Physics
C. Kevin Bowen (1994) BS, Tennessee Tech; MM, Louisville; PhD, Florida State	Director of Bands (Department of Music)
Rian E. Bowie (2006) BA, Tougaloo College; MA, Temple	Visiting Instructor in English
Eric E. Bowne (2006) BA, PhD, Georgia	Visiting Assistant Professor of Anthropology
Stephen B. Boyd (1985) BA, Tennessee; MDiv, ThD, Harvard Divinity School	Easley Professor of Religion
Anne Boyle (1986) BA, Wilkes College; MA, PhD, Rochester	Professor of English (Leave, 2007-08)
R. Saylor Breckenridge (2001) BA, MA, PhD, Arizona	Assistant Professor of Sociology (Japan, fall 2007)
Sheri A. Bridges (1996) BA, South Florida; MA, Texas (Dallas); PhD, Stanford	Associate Professor of Business (W. Calloway School of Business and Accountancy)

Thomas Brister (2005) BS, Georgetown; MA, PhD, Virginia	Visiting Assistant Professor of Political Science
Holly Henderson Brower (2005) BS, Wake Forest; MS, Iowa State; PhD, Purdue	Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Michaelle L. Browsers (2000) BA, Whitman; MA, Virginia; PhD, Minnesota	Assistant Professor of Political Science
Bernard A. Brown II (2002) BS, PhD, NC State	Assistant Professor of Chemistry
Carole L. Browne (1980) BS, Hartford; PhD, Syracuse	Professor of Biology
Robert A. Browne (1980) BS, MS, Dayton; PhD, Syracuse	Professor of Biology
Peter H. Brubaker (1994) BS, E. Stroudsburg; MA, Wake Forest; PhD, Temple	Professor of Health and Exercise Science
Peter Brunette (2004) BA, MA, Duquesne; PhD, Wisconsin (Madison)	Reynolds Professor of Film Studies
Christy M. Buchanan (1992) BA, Seattle Pacific; PhD, Michigan	Associate Professor of Psychology
Karen Buchmueller (2005) BA, The College of Wooster; PhD, UNC-Chapel Hill	Assistant Professor of Chemistry
Jennifer J. Burg (1993) BA, Elizabethtown College; MA (English), MA (French), Florida; PhD, Central Florida	Associate Professor of Computer Science
M. Keith Callahan (2004) BS, Morehead State; MS, Auburn	Professor of Military Science
Alan Cameron (1989) BA, PhD, UNC-Chapel Hill; MAEd, Wake Forest	Adjunct Assistant Professor of Education
Daniel A. Cañas (1987) BS, Tecnológico de Monterrey (Mexico); MS, Georgia Tech; PhD, Texas (Austin)	Associate Professor of Computer Science
Eric D. Carlson (1995) BS, Michigan State; MA, PhD, Harvard	Associate Professor of Physics
Richard D. Carmichael (1971) BS, Wake Forest; MA, PhD, Duke	Professor of Mathematics
Nicholas L. Carnagey (2006) BS, MS, ABD, Iowa State	Visiting Assistant Professor of Psychology
Christa G. Carollo (1985) BA, UNC-Greensboro; MA, Duke	Adjunct Senior Lecturer in German
Simone M. Caron (1991) BA, Bridgewater State; MA, Northeastern; PhD, Clark	Associate Professor of History
Bonnie Carr (2004) BA, Hamilton College; MA, PhD, Washington	Visiting Assistant Professor of English
Jacqui Carrasco (1999) BA, California (Los Angeles); MM, DMA, SUNY (Stony Brook)	Associate Professor of Music
David Carroll (2003) BSc, NC State; PhD, Wesleyan	Associate Professor of Physics
A. Roymieco Carter (2006) BFA, Virginia Commonwealth; MFA, Penn State	Assistant Professor of Art

Stewart Carter (1982) ME, Kansas; MS, Illinois; PhD, Stanford	Professor of Music (Vienna, spring 2008)
Vera C. Castro (2006) BA, Federal University of Minas Gerais, Brazil; MA, New Mexico	Visiting Assistant Professor in Romance Languages
Justin Catanoso (1993) BA, Pennsylvania State; MA, Wake Forest	Lecturer in Journalism (Department of English)
Latifa Chahoua (2004) BS, University of Marat (Morocco); MS, PhD, Paul Sabatier University (France)	Visiting Assistant Professor of Chemistry
Forrest Charnock (2005) BS, Furman; PhD, Wake Forest	Visiting Assistant Professor of Physics
Frederick H. Chen (2000) BS, Wisconsin (Madison); MA, PhD, Chicago	Assistant Professor of Economics
Connie Lee Chesner (2001) BA, Appalachian State; MA, Wake Forest	Adjunct Instructor in Communication
Maria A. Chiari (1981) Arts degree, PhD, Università degli Studi di Venezia (Padova e Trieste); Diploma, Scuola di Archivistica, Paliografia e Diplomatica dell'Archivio di Stato di Venezia	Lecturer in Art History (Venice)
Hanya Chrispeels (2004) BA, California (Santa Cruz); PhD, Stanford	Adjunct Assistant Professor of Biology
Jonathan H. Christman (1983) AB, Franklin and Marshall; MFA, Massachusetts	Associate Professor of Theatre
David Coates (1999) BA, York; PhD, Oxford	Worrell Professor of Anglo-American Studies
John E. Collins (1970) BS, MS, Tennessee; MDiv, Southeastern Baptist Theo. Seminary; MA, PhD, Princeton	Professor of Religion
Ray Collins (2004) Diploma, London Academy of Music and Dramatic Art; MFA, City University of New York	Adjunct Instructor in Theatre
Christa L. Colyer (2004) BSc, Trent University (Canada); MSc, University of Guelph (Canada); PhD, Queen's University (Canada)	Z. Smith Reynolds Foundation Fellow and Associate Professor of Chemistry
William E. Conner (1988) BA, Notre Dame; MS, PhD, Cornell	Professor of Biology
Jule M. Connolly (1985) BA, UNC-Chapel Hill; MEd, South Carolina	Instructor in Mathematics
Sally Connolly (2006) BA, MA, University College, London	Visiting Instructor in English
Gregory Cook (1999) BS, PhD, UNC-Chapel Hill	Z. Smith Reynolds Foundation Fellow and Associate Professor of Physics
Michaele M. Cook (2000) BA, Wake Forest; MBA, UNC-Chapel Hill	Instructor in Business (W. Calloway School of Business and Accountancy)
Fanchon Cordell (1986)	Adjunct Instructor in Dance (Ballet, Part-time)
Corrado Corradini (2006) Laurea Università di Pisa, Italy; PhD, UNC-Chapel Hill	Instructor in Romance Languages

- James F. Cotter (2001) Benson-Pruit Associate Professor of Business
BSCE, New Mexico State;
MBA, Indiana; PhD, UNC-Chapel Hill
(W. Calloway School of Business and Accountancy)
- Allin F. Cottrell (1989) Professor of Economics
BA, Oxford (Merton College); PhD, Edinburgh
- Carla D. Cotwright (2006) Visiting Assistant Professor of Mathematics
BS, California State (Long Beach);
MS, Southern University and A&M College; MS, ABD, Mississippi
- Earl P. Crow Adjunct Assistant Professor of Religion
BA, BD, Duke; PhD, The University of Manchester, UK
- Ann C. Cunningham (1999) Associate Professor of Education
BA, Erskine College; MAT, PhD, South Carolina
- Patricia M. Cunningham (1978) Francis P. Gaines Professor of Education
BA, Rhode Island; MS, Florida State; EdS, Indiana State; PhD, Georgia
- James F. Curran (1988) Professor of Biology
BAAS, Delaware; MA, PhD, Rice
- Jane Kathleen Curry (1998) Associate Professor of Theatre
BFA, Illinois (Urbana-Champaign); MA, Brown;
PhD, City University of New York
- Dale Dagenbach (1990) Professor of Psychology
BA, New College; MA, PhD, Michigan State
- Jonathan Daigle (2006) Visiting Instructor in English
BA, College of William and Mary; MA, Wisconsin (Madison)
- Mary M. Dalton (1986) Assistant Professor of Communication
BA, Wake Forest; MA, PhD, UNC-Greensboro
- Robin L. Daniel Adjunct Assistant Professor of Counseling
BA, St. Andrews Presbyterian College; EdS, MS, PhD, UNC-Greensboro
- Brook M. Davis (1997) Assistant Professor of Theatre
BA, Wake Forest; MFA, Virginia Commonwealth;
PhD, Maryland (College Park)
- David A. Davis (2006) Visiting Assistant Professor of English
AA, Oxford College of Emory University;
BA, Emory College; MA, ABD, UNC-Chapel Hill
- Stephen W. Davis (1991) Adjunct Instructor in Psychology
BA, MA, Wake Forest
- Edward Dawley (2005) Instructor in Romance Languages
BS, Georgetown; MA, Howard
- Bama Deal (2006) Adjunct Instructor in Music
BA, MM, ABD, Florida State
- Mary K. DeShazer (1982, 1987) Professor of English and
BA, Western Kentucky; MA, Louisville; PhD, Oregon
Women's and Gender Studies
- Arun P. Dewasthali (1975) Associate Professor of Business
BS, Bombay; MS, PhD, Delaware
(W. Calloway School of Business and Accountancy)
- Pat H. Dickson (2006) Associate Professor of Business
BS, MS, Mississippi College;
PhD, Alabama (Tuscaloosa)
(W. Calloway School of Business and Accountancy)
- Lawrence Dillon (2006) Adjunct Assistant Professor of Music
BM, The Hartt School of Music; MM, PhD, Juilliard School

John J. Dinan (2001) BS, MA, PhD, Virginia	Associate Professor of Political Science
Ronald V. Dimock Jr. (1970) BA, New Hampshire; MS, Florida State; PhD, California (Santa Barbara)	Thurman D. Kitchin Professor of Biology (London, fall 2007)
Patricia Dixon (1986) BM, NC School of the Arts; MM, UNC-Greensboro	Senior Lecturer in Music
Christopher Dometrius (2003) BA, Texas Tech; MA, PhD, NC State	Visiting Assistant Professor of Mathematics
Jonathan E. Duchac (1993) BBA, MAcc, Wisconsin (Madison); PhD, Georgia	Merrill Lynch Professor of Accountancy (W. Calloway School of Business and Accountancy)
Terry Dumansky (2005) BA, Towson; MA, Wake Forest	Adjunct Instructor in Communication
Yomi Durotoye (1994) BS, University of Ibadan; MA, Georgia State; PhD, Duke	Senior Lecturer in Political Science and International Studies
C. Drew Edwards (1980) BA, Furman; MA, Wake Forest; PhD, Florida State)	Adjunct Associate Professor of Psychology
Bryan Ellis (2006) BFA, UNC-Greensboro; MFA, Cranbrook Academy of Art	Adjunct Assistant Professor of Art
Gerald W. Esch (1965) BS, Colorado College; MS, PhD, Oklahoma	Charles M. Allen Professor of Biology
Paul D. Escott (1988) BA, Harvard; MA, PhD, Duke	Reynolds Professor of History
Andrew V. Ettin (1977) BA, Rutgers; MA, PhD, Washington (St. Louis)	Professor of English (Leave, fall 2007)
Herman E. Eure (1974) BS, Maryland State; PhD, Wake Forest	Professor of Biology
Elizabeth F. Evans (2006) BA, University of Puget Sound; MA, PhD, Wisconsin (Madison)	Visiting Assistant Professor of English
Robert H. Evans (1983) BA, Ohio Wesleyan; MS, New Hampshire; PhD, Colorado	Professor of Education
Margaret Ewalt (2001) BA, Colby College; MA, PhD, Virginia	Assistant Professor of Romance Languages
Stephen Ewing (1971) BS, Howard Payne; MBA, Baylor; PhD, Texas Tech	Professor of Business (W. Calloway School of Business and Accountancy)
David L. Faber (1984) AA, Elgin; BFA, Northern Illinois; MFA, Southern Illinois	Professor of Art
Susan Fahrback (2003) BA, Pennsylvania; PhD, Rockefeller	Reynolds Professor of Biology
Susan L. Faust (1992) BA, MA, Arkansas (Fayetteville)	Adjunct Instructor in Communication (Part-time)
Jacquelyn S. Fetrow (2003) BS, Albright College; PhD, Pennsylvania State University College of Medicine	Reynolds Professor of Computational Biophysics
David Finn (1988, 1995) BS, Cornell; MFA, Massachusetts College of Art	Associate Professor of Art (London, spring 2008)

- Devon Fisher (2005) Visiting Assistant Professor of English
BA, Milligan College; MA, Tennessee;
- Patricia Fisk-Moody (2006) Adjunct Assistant Professor of Education
BA, Ambassador; MA, PhD, Appalachian State
- Gloria Fitzgibbon (2001) Leturer in History
BA, PhD, California (Berkeley); MA, California State (San Francisco)
- William W. Fleeson (1996) Ollen R. Nalley Associate Professor of Psychology
BA, Wisconsin; PhD, Michigan
- Robert E. Fly (2003) Instructor in Business
BBA, Texas Tech; MA, Michigan State (W. Calloway School of Business and Accountancy)
- Steven Folmar (1992) Lecturer in Anthropology
BA, MA, PhD, Case Western Reserve
- James L. Ford (1998) Z. Smith Reynolds Foundation Fellow and
MTS, Vanderbilt; MA, PhD, Princeton Associate Professor of Religion
- Mary F. Foskett (1997) Associate Professor of Religion
BA, New York; MDiv, Union Theo. Seminary; PhD, Emory
- Johnnie Foye (1995) Instructor in Health and Exercise Science
BA, Virginia Union; MSS, US Sports Academy
- Dean Franco (2001) Assistant Professor of English
BA, California (Irvine); MA, California State; PhD, Southern California
- Donald E. Frey (1972) Professor of Economics
BA, Wesleyan; MDiv, Yale; PhD, Princeton
- John E. R. Friedenberg (1988) Director of University Theatre and Lecturer in Theatre
BA, Wake Forest; MFA, Carnegie Mellon
- Mary L. Friedman (1987) Associate Professor of Romance Languages
BA, Wellesley; MA, PhD, Columbia
- Errin W. Fulp (2000) Assistant Professor of Computer Science
BS, MS, PhD, NC State
- J. Michael Fulton (2004) Assistant Professor of Romance Languages
BA, Washington State; MA, PhD, Arizona (Leave, fall 2007)
- Pete Furia (2002) Assistant Professor of Political Science
BA, Haverford; PhD, Princeton
- Ola Furmanek (1999) Associate Professor of Romance Languages
BA, MA, Jagiello University, Cracow, Poland; PhD, Nebraska (Lincoln)
- R. Michael Furr (2004) Assistant Professor of Psychology
BA, William and Mary; MS, Villanova; PhD, California (Riverside)
- Candelas S. Gala (1978) Charles E. Taylor Professor of Romance Languages
BA, Salamanca (Spain); MA, PhD, Pittsburgh
- Joy M. Gambill (2006) Adjunct Instructor in Library Science
BA, East Carolina; MDiv, Southeastern Baptist Theological Seminary; MA, UNC-Chapel Hill
- Celia Garzón-Arrabal (2004) Instructor in Romance Languages
BA, University of Granada (Spain); MA, UNC-Chapel Hill (Salamanca, spring 2008)
- Elizabeth J. Gatewood (2004) Research Professor
BS, Purdue; MBA, PhD, Georgia (W. Calloway School of Business and Accountancy)
- Cynthia M. Gendrich (1998) Junior Faculty Fellow and Associate Professor of Theatre
BFA, Illinois Wesleyan; MA, PhD, Missouri

Jennifer Gentry (2003) BFA, Carnegie Mellon; BA, Wake Forest; MA, Johns Hopkins	Adjunct Assistant Professor of Art
J. Whitfield Gibbons (1971) BS, MA, Alabama; PhD, Michigan State	Research Professor of Biology
Bryan Giemza (2005) BA, Notre Dame; JD, MA, PhD, UNC-Chapel Hill	Visiting Assistant Professor of English
David A. Gilbert (2003) BS, MEd, Valdosta State College; MBA, Tennessee (Knoxville)	Instructor in Business (W. Calloway School of Business and Accountancy)
Steven M. Giles (1998) BA, Northern Kentucky; MA, Bowling Green State; PhD, Kentucky	Assistant Professor of Communication
Michele K. Gillespie (1999) BA, Rice; PhD, Princeton	Kahle Associate Professor of History
Shannon D. Gilreath (2005) BA, Lenoir-Rhyne College; JD, Wake Forest	Adjunct Professor of Women's and Gender Studies
Samuel T. Gladding (1990) BA, MAEd, Wake Forest; MA, Yale; PhD, UNC-Greensboro	Professor of Counseling
Stavroula Glezakos (2004) BA, PhD, California (Los Angeles)	Assistant Professor of Philosophy (Leave, fall 2007)
Thomas S. Goho (1977) BS, MBA, Penn State; PhD, UNC-Chapel Hill	Thomas S. Goho Chair of Finance and Associate Professor of Business (W. Calloway School of Business and Accountancy)
Louis R. Goldstein (1979) BM, Oberlin; MFA, California Inst. of the Arts; DMA, Eastman	Professor of Music
Luis González (1997) BA, U de Medellín (Colombia); MA, West Virginia; PhD, California-Davis	Associate Professor of Romance Languages
Brian L. Gorelick (1984) BA, Yale; MM, Wisconsin (Madison); DMA, Illinois	Associate Professor of Music and Director of Choral Ensembles
George Graham (2003) BA, Fordham; MA, Western Ontario; PhD, Brandeis	A.C. Reid Professor of Philosophy
Melissa Painter Greene (2006) BA, Wake Forest	Adjunct Instructor in Communication
Anders Greenspan (2006) BA, Brandeis; MA, PhD, Indiana	Visiting Assistant Professor of History
Vona Groarke (2005) M.Lit, Trinity College, Dublin	Visiting Poet-in-Residence (English)
Martin Guthold (2001) BS, University Ulm, Germany; MA, PhD, Oregon	Assistant Professor of Physics
Renee Gutiérrez (2003) BA, MS, MA, Virginia	Instructor in Romance Languages
David Hagy (1995) BM, Indiana; MM, MMA, DMA, Yale	Director of Orchestra (Department of Music)
Ashleigh D. Haire (2005) BA, MA, ABD, UNC-Greensboro	Visiting Instructor in Psychology
Leigh Ann Hallberg (2001) BA, Mount Union College; MFA, Colorado	Visiting Assistant Professor of Art
William S. Hamilton (1983) BA, MA, PhD, Yale	Professor of Russian

Claire Holton Hammond (1978) BA, Mary Washington; PhD, Virginia	Professor of Economics
J. Daniel Hammond (1978) BA, Wake Forest; PhD, Virginia	Hultquist Family Professor of Economics
Beverly H. Hancock (1996) AB, Meredith; MA, Wake Forest	Adjunct Instructor in Anthropology
James S. Hans (1982) BA, MA, Southern Illinois; PhD, Washington	Charles E. Taylor Professor of English
Anne E. Hardcastle (2002) BA, Texas A&M; MA, PhD, Virginia	Assistant Professor of Romance Languages
Hannah M. Hardgrave (1985) AB, Brown; PhD, University of Chicago	Lecturer in Philosophy
Catherine E. Harnois (2006) BA, Connecticut; MA, PhD, UNC-Chapel Hill	Assistant Professor of Sociology
Katy J. Harriger (1985) BA, Edinboro State; MA, PhD, Connecticut	Professor of Political Science
Catherine T. Harris (1980) BA, Lenoir-Rhyne; MA, Duke; PhD, Georgia	Professor of Sociology
J. Kline Harrison (1990) BS, Virginia; PhD, Maryland	Kemper Professor of Business (W. Calloway School of Business and Accountancy)
Nathan O. Hatch (2005) AB, Wheaton; AM, PhD, Washington (St. Louis)	Professor of History
Angela Hattery (1998) BA, Carleton College; MS, PhD, Wisconsin	Z. Smith Reynolds Foundation Fellow and Associate Professor of Sociology
Michael David Hazen (1974) BA, Seattle Pacific; MA, Wake Forest; PhD, Kansas	Professor of Communication
Terry C. Hazen (1988) BS, MS, Michigan State; PhD, Wake Forest	Research Professor of Biology
Richard E. Heard (1996) BM, Southern Methodist; MA, California (Santa Barbara)	Associate Professor of Music
Thomas K. Hearn Jr. (1983) BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt	Professor of Philosophy
Jac C. Heckelman (1996) BA, Texas; PhD, Maryland	Associate Professor of Economics
Robert Hellyer (2005) BA, Claremont McKenna College; MA, PhD, Stanford	Assistant Professor of History
Donald Helme (2003) BA, Michigan State; MA, Eastern Michigan; PhD, Kentucky	Assistant Professor of Communication
Omaar Hena (2006) BA, Wake Forest; MA, University College, Dublin, Virginia; ABD, Virginia	Adjunct Instructor in English
Donna A. Henderson (1996) BA, Meredith; MAT, James Madison; PhD, Tennessee	Professor of Counseling
J. Edwin Hendricks (1961) BA, Furman; MA, PhD, Virginia	Professor of History
R. Gant Hewett (2006) BA, MA, Appalachian State; ABD, UNC-Greensboro	Adjunct Instructor in Biology
Avrim Hiller (2005) BA, Pennsylvania; PhD, Duke	Adjunct Assistant Professor of Philosophy

Yvonne L. Hinson (1997) BS, MBA, UNC-Charlotte; PhD, Tennessee	PricewaterhouseCoopers Faculty Fellow and Associate Professor of Accountancy (W. Calloway School of Business and Accountancy)
Willie L. Hinze (1975) BS, MA, Sam Houston State; PhD, Texas A&M	John B. White Professor of Chemistry
E. Clayton Hipp Jr. (1991) BA, Wofford; MBA, JD, South Carolina	Senior Lecturer in Business (W. Calloway School of Business and Accountancy) (Vienna, fall 2006)
Alix Hitchcock (1989) BFA, UNC-Greensboro; MA, New York	Instructor in Art
Tania Hoeller-Castillero (2006) BA, UNC-Greensboro; MA, Wake Forest	Adjunct Instructor in Counseling
Kenneth G. Hoglund (1990) BA, Wheaton; MA, PhD, Duke	Professor of Religion
Jefferson Holdridge (2002) BA, San Francisco State; MA, PhD, University College (Dublin, Ireland)	McCulloch Family Fellow and Associate Professor of English (Venice, fall 2007)
Natalie A.W. Holzwarth (1983) BS, Massachusetts Inst. of Tech.; PhD, Chicago	Professor of Physics
Beth Hopkins (2003) BA, Wake Forest; Juris-prudence, William and Mary	Adjunct Lecturer in American Ethnic Studies
Katherine S. Hoppe (1993) BA, Duke; MBA, Texas Christian; PhD, UNC-Greensboro	Lecturer in Business (W. Calloway School of Business and Accountancy)
Michael Horn (1998) BS, Florida	Lecturer in English
Fred L. Horton Jr. (1970) BA, UNC-Chapel Hill; BD, Union Theological Seminary; PhD, Duke	Albritton Professor of the Bible (Department of Religion)
William L. Hottinger (1970) BS, Slippery Rock; MS, PhD, Illinois	Professor Emeritus of Health and Exercise Science
Fredric T. Howard (1966) BA, MA, Vanderbilt; PhD, Duke	Professor of Mathematics
Hugh N. Howards (1997) BA, Williams; MA, PhD, California (San Diego)	Associate Professor of Mathematics
Linda S. Howe (1993) BA, MA, PhD, Wisconsin	Associate Professor of Romance Languages
Mary Elizabeth Howie (2006) BA, UNC-Chapel Hill; MFA, Louisiana State; ABDE, UNC-Chapel Hill	Adjunct Assistant Professor of Art
Michael L. Hughes (1984) BA, Claremont McKenna; MA, PhD, California (Berkeley)	Professor of History
Jennifer G. Hudson (2006) BS, Wake Forest	Instructor in Accountancy (W. Calloway School of Business and Accountancy)
Bilal Humeidan (2006) BA, MA, Jordan University of Science and Technology	Visiting Jordanian Fulbright Scholar
Michael J. Hyde (1994) BS, Pittsburgh; MA, PhD, Purdue	University Distinguished Chair in Communication Ethics and Professor of Communication (Leave, fall 2007)

Simeon O. Ilesanmi (1993) BA, University of Ife (Nigeria); PhD, Southern Methodist	Associate Professor of Religion
Joanne Inkman (1997) BM, NCSA; MA, PhD, UNC-Greensboro	Lecturer in Music
Matthew Irvin (2005) BS, MS, Virginia Commonwealth	Visiting Instructor in Sociology
Suzanne T. Jabbour (2006) BS, JD, Wake Forest	Instructor in Business (W. Calloway School of Business and Accountancy)
Julia Jackson-Newsom (2005) BA, Wake Forest; MS, PhD, Pennsylvania State	Adjunct Assistant Professor of Psychology
Miriam Jacobson (2005) AB, Brown; PhD, Pennsylvania	Assistant Professor in English
Sherry L. Jarrell BS, University of Delaware; MBA, PhD, Chicago	Instructor in Business
Ernest S. Jarrett (1996) BA, UNC-Chapel Hill; MA, UNC-Greensboro	Instructor in Communication
Janine M. Jennings (1998) BS, University of Toronto; PhD, McMaster University (Hamilton, Ontario, Canada)	Associate Professor of Psychology (Leave, spring 2008)
Mark Jensen (1993) BA, Houston Baptist; MDiv, PhD, Southern Baptist Theological Seminary	Adjunct Associate Professor of Religion
Debra R. Jessup (1996) BA, Georgetown; JD, Wake Forest	Lecturer in Business (W. Calloway School of Business and Accountancy)
Miaohua Jiang (1998) BS, Wuhan University (China); MS, East China Normal University (China); PhD, Penn State	Sterge Faculty Fellow and Associate Professor of Mathematics
David J. John (1982) BS, Emory and Henry; MS, PhD, Emory	Associate Professor of Computer Science
A. Daniel Johnson (1998) BS, UNC-Charlotte; PhD, Wake Forest	Senior Lecturer in Biology
Erik C. Johnson (2005) BA, PhD, Maine	Assistant Professor of Biology
*Lynne Johnson (2004) BA, MA, Wisconsin (Madison); MA, PhD, Maryland	Assistant Professor of Art
Bradley T. Jones (1989) BS, Wake Forest; PhD, Florida	Professor of Chemistry
Paul B. Jones (2000) BS, Oklahoma State; PhD, Duke	Associate Professor of Chemistry (Leave, 2007-08)
Raymond Jones (2001) BA, UNC-Chapel Hill; MA, Wake Forest; PhD, University of Virginia	Assistant Professor of Education
Paul E. Juras (1991) BBA, MBA, Pace; PhD, Syracuse	Associate Professor of Accountancy (W. Calloway School of Business and Accountancy)
Claudia Thomas Kairoff (1986) BA, Notre Dame of Maryland; MA, Virginia; PhD, Brandeis	Professor of English
Peter D. Kairoff (1988) BA, California (San Diego); MM, DMA, Southern California	Professor of Music

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BA, Swarthmore; MA, PhD, Northwestern
Professor of Anthropology and
Adjunct Professor of Psychology
- Pamela R. Karr (1998)
BA, MAEd, Wake Forest
Instructor in Counseling
- Jeffrey Katula (2005)
BA, Augustana College; MA, Loyola;
PhD, Illinois (Urbana-Champaign)
Visiting Assistant Professor of Health and Exercise Science
- Brian Kell (2005)
BS, California (Berkeley); MS, MIT; MS, SUNY, Albany
Lecturer in Computer Science
- Judy K. Kem (1987)
BA, Western Kentucky; MA, Louisville; PhD, UNC-Chapel Hill
Associate Professor of Romance Languages
(Leave, 2007-08)
- Charles H. Kennedy (1985)
BA, Eckerd; AM, MPP, PhD, Duke
Professor of Political Science
- Ralph C. Kennedy III (1976)
BA, PhD, California (Berkeley)
Professor of Philosophy
- William C. Kerr (1970)
BS, Wooster; PhD, Cornell
Professor of Physics
- Alisa Kessel (2005)
BA, MA, Arizona State
Visiting Instructor in Political Science
- Lisa Kiang (2006)
BS, Maryland; PhD, Denver
Assistant Professor of Psychology
- Daniel B. Kim-Shapiro (1996)
BA, Carleton College; MS, Southern Illinois;
PhD, California (Berkeley)
Professor of Physics
- Charles A. Kimball (1996)
BS, Oklahoma State; MDiv, Southern Baptist Theo. Seminary; ThD, Harvard
Professor of Religion
- Angela Glisan King (1995)
BA, Pennsylvania; PhD, Cornell
Senior Lecturer in Chemistry
- S. Bruce King (1995)
BS, West Virginia; PhD, Cornell
Professor of Chemistry
- Wayne King (1993)
BA, UNC-Chapel Hill
Associate Professor of Journalism
(Department of English)
- Ellen E. Kirkman (1975)
BA, Wooster; MA, MS, PhD, Michigan State
Professor of Mathematics
- Scott W. Klein (1991)
AB, Harvard; BA, MA, Cambridge; MA, MPhil; PhD, Yale
Associate Professor of English
- Lee G. Knight (1979, 2000)
BS, Western Kentucky; MA, PhD, Alabama
Hylton Professor of Accountancy
(W. Calloway School of Business and Accountancy)
- Robert Knott (1975)
BA, Stanford; MA, Illinois; PhD, Pennsylvania
Professor of Art
- Dilip K. Kondepudi (1987)
BS, Madras (India); MS, Indian Institute of Technology (Bombay);
PhD, Texas
Thurman D. Kitchin Professor of Chemistry
- Philip Kowalski (2006)
BA, Salem State College; MA, Chicago
Visiting Instructor in English
- Marina Krcmar (2006)
BA, Farleigh Dickinson; MA, Pennsylvania; PhD, Wisconsin (Madison)
Associate Professor of Communication
- Kathleen A. Kron (1991)
BS, MS, Michigan State; PhD, Florida
Professor of Biology

Philip F. Kuberski (1989) BA, MA, PhD, California (Irvine)	Professor of English (Leave, 2007-08)
Raymond E. Kuhn (1968) BS, Carson-Newman; PhD, Tennessee	William L. Poteat Professor of Biology
James Kuzmanovich (1972) BS, Rose Polytechnic; PhD, Wisconsin	Professor of Mathematics
Abdessadek Lachgar (1991) BS, MS, PhD, University of Nantes (France)	Professor of Chemistry
Hugo C. Lane (1973) Licenciate of the Biological Sciences, Doctorate of the Biological Sciences, Geneva	Professor of Biology
Page H. Laughlin (1987) BA, Virginia; MFA, Rhode Island School of Design	J. Smith Young Family Fellow and Professor of Art (Leave, 2007-08)
Michael W Lawless (2005) BS, St John's; MBA, PhD, Anderson UCLA	Associate Professor of Business (W. Calloway School of Business and Accountancy)
Michael S. Lawlor (1986) BA, Texas (Austin); PhD, Iowa State	Professor of Economics
Nancy Lawrence (2006) BA, MA, Texas A&M; MA, ABD, UNC-Chapel Hill	Instructor in Philosophy
Wei-chin Lee (1987) BA, National Taiwan University; MA, PhD, Oregon	Professor of Political Science
Win-chiat Lee (1983) BA, Cornell; PhD, Princeton	Associate Professor of Philosophy
Dennis A. Lemly (2006) AAS, Haywood Technical Institute; BS, Western Carolina; MA, PhD, Wake Forest	Research Associate Professor of Biology
Ana León-Távora (2002) BA, MA, PhD, University of Seville	Visiting Assistant Professor of Romance Languages
Bill J. Leonard (1996) BA, Texas Wesleyan; MDiv., Southwestern Baptist Theo. Seminary; PhD, Boston	Adjunct Professor of Religion
Candyce Leonard (1996) BA, Texas Wesleyan; MA, MEd, Louisville; PhD, Indiana (Bloomington)	Associate Professor of Humanities
Jeffrey D. Lerner (1994) BA, MA, PhD, Wisconsin (Madison)	Associate Professor of History
Janna Levin (2006) BS, Bates College; MS, Massachusetts; PhD, Virginia	Adjunct Assistant Professor of Physics
David B. Levy (1976) BM, MA, Eastman; PhD, Rochester	Professor of Music
Kathryn Levy (1988) BM, Eastman	Senior Lecturer in Music
Bruce R. Lewis (2002) BS, Eastern Kentucky; MS, New Mexico State; PhD, Auburn	Cooper Family Fellow in Information Systems and Assistant Professor (W. Calloway School of Business and Accountancy)
Charles M. Lewis (1968) BA, Wake Forest; ThM, Harvard; PhD, Vanderbilt	Professor of Philosophy
Inez Yarborough Liggins (2005) BFA, UNC-Greensboro; MFA, Virginia Tech	Adjunct Instructor in Dance

Sarah Lischer (2005)	Assistant Professor of Political Science
BS, Georgetown; MA Harvard; PhD, MIT	(Leave, fall 2007)
John H. Litcher (1973)	Adjunct Professor of Education
BS, Winona State; MA, PhD, Minnesota	
Shaozhong Liu (2005)	Adjunct Professor of East Asian Languages and Cultures
BA, Guangxi Normal University;	
PhD, Guangdong University of Foreign Studies, UNC-Greensboro	
Gary Ljungquist (2005)	Adjunct Professor of Women's and Gender Studies
BA, Clark; PhD, Cornell	
John T. Llewellyn (1990)	Associate Professor of Communication
AB, UNC-Chapel Hill; MA, Arkansas; PhD, Texas	
Dan S. Locklair (1982)	Professor of Music
BM, Mars Hill; SMM, Union Theological Seminary; DMA, Eastman	and Composer-in-Residence
Charles F. Longino Jr. (1991)	Washington M. Wingate Professor of Sociology
BA, Mississippi; MA, Colorado; PhD, UNC-Chapel Hill	
Alyssa Lonner (2003)	Assistant Professor of German and Russian
BA, Technische Universität Braunschweig;	
MA, Westfälische Wilhelms-Universität Münster; PhD, Washington	
Pat C. W. Lord (2000)	Lecturer in Biology
BS, NC State; PhD, Wake Forest	
Allan D. Loudon (1985)	Associate Professor of Communication
BA, Montana State; MA, Montana; PhD, Southern California	
David M. Lubin (1999)	Charlotte C. Weber Professor of Art
BA, Ohio State; MA, PhD, Yale	
Nina Maria Lucas (1996)	Associate Professor of Dance
BFA, Ohio State; MFA, UCLA	
Jack Lucido (2005)	Lecturer in Communication
BA, California State; MFA, UNC-Greensboro	
John A. MacDonald (2006)	Visiting Instructor in Economics
BA, Wake Forest; ABD, UNC-Chapel Hill	
Jed Macosko (2004)	Assistant Professor of Physics
BS, MIT; PhD, California (Berkeley)	(Leave, fall 2007)
Barry G. Maine (1981)	Professor of English
BA, Virginia; MA, PhD, UNC-Chapel Hill	
Thomas Malinzak (2006)	Adjunct Instructor in Computer Science
AA, Forsyth Technical College; BA, Cleveland State;	
MM, UNC-Greensboro	
Allen Mandelbaum (1989)	W.R. Kenan Jr. Professor of Humanities
BA, Yeshiva; MA, PhD, Columbia	
William M. Marcum (1996)	Citibank Faculty Fellow and
BA, Furman; MA, UNC-Greensboro;	Associate Professor of Business
PhD, UNC-Chapel Hill	(W. Calloway School of Business and Accountancy)
Anthony P. Marsh (1996)	Associate Professor of Health and Exercise Science
BPE, MED, Western Australia; PhD, Arizona State	
Dale R. Martin (1982)	Wayne Calloway Professor of Accountancy
BS, MS, Illinois State; DBA, Kentucky	(W. Calloway School of Business and Accountancy)
George E. Matthews Jr. (1979)	Professor of Physics
BS, PhD, UNC-Chapel Hill	

Darlene R. May (2005)	Adjunct Associate Professor of Classical Languages
BA, MA, PhD, Indiana	
J. Gaylord May (1961)	Professor of Mathematics
BS, Wofford; MA, PhD, Virginia	
Kathryn Mayers (2003)	Assistant Professor of Romance Languages
BA, SUNY (Binghamton); MA, PhD, Wisconsin (Madison)	
John MacDonald (2005)	Visiting Instructor in Economics
BA, Wake Forest; PhD, UNC-Chapel Hill	
Grant P. McAllister (2001)	Assistant Professor of German
BA, MA, PhD, Utah	
Anita K. McCauley (2002)	Director of Microscopy and
BS, Elon College; PhD, Wake Forest	Adjunct Assistant Professor of Biology
Kent McConnell (2004)	Visiting Instructor in History
BA, Westminster College; MDiv, Yale;	
ThM, Princeton Theological Seminary	
Leah P. McCoy (1990)	Associate Professor of Education
BS, West Virginia Inst. of Tech.;	
MA, Maryland; EdD, Virginia Poly. Inst. & SU	
Gordon E. McCray (1994)	BellSouth Mobility Technology
BS, Wake Forest;	Associate Professor of Business
MBA, Stetson; PhD, Florida State	(W. Calloway School of Business and Accountancy)
Thomas W. McGohey (1990)	Senior Lecturer in English
BA, MA, Michigan State; MFA, UNC-Greensboro	
John McNally (2001)	Ollen R. Nalley Associate Professor of English
BA, Southern Illinois; MFA, Iowa; PhD, Nebraska	
Véronique M. McNelly (2002)	Instructor in Romance Languages
BA, MA, Virginia	
Gordon A. Melson (1991)	Professor of Chemistry
BS, PhD, Sheffield (England)	
Batja Mesquita (1997)	Lee Faculty Fellow and Associate Professor of Psychology
BA, MA, PhD, Amsterdam (The Netherlands)	
Stephen P. Messier (1981)	Professor of Health and Exercise Science
BS, MS, Rhode Island; PhD, Temple	
Soledad Miguel-Prendes (1993)	Associate Professor of Romance Languages
Licenciatura, Oviedo; MA, PhD, UNC-Chapel Hill	
Shannon L. Mihalko (1999)	Dunn-Riley Jr. Professor and
BS, Wake Forest; MS, PhD, Illinois	Associate Professor of Health and Exercise Science
Christian Miller (2004)	Assistant Professor of Philosophy
BA, Princeton; MA, PhD, Notre Dame	
Ellen Ruth Miller (2002)	Assistant Professor of Anthropology
BA, George Washington; MA, New York; PhD, Washington	
Gary D. Miller (1996)	Associate Professor of Health and Exercise Science
BS, Kansas; MS, Kansas State; PhD, California (Davis)	
Susan M. Miller (2006)	Visiting Instructor in English
BA, Rice; ABD, Harvard	
Timothy E. Miller (2003)	Adjunct Assistant Professor of Computer Science and Physics
BS, Mississippi State; PhD, Vanderbilt	
Joseph O. Milner (1969)	Professor of Education
BA, Davidson; MA, PhD, UNC-Chapel Hill	

Ananda Mitra (1994) B Tech, Indian Inst. of Technology (Kharagpur); MA, Wake Forest; PhD, Illinois (Urbana)	Associate Professor of Communication
Tina M. Miyake (2006) BS, MS, Idaho State	Adjunct Instructor in Psychology
Blair C. Mongado (2006) BS, University of the Philippines; MA, ABD, Virginia Tech	Visiting Instructor in Economics
Megan B. Moore (2005) BS, Duke; MA, Wake Forest; PhD, Emory	Visiting Assistant Professor of Religion
John C. Moorhouse (1969) BA, Wabash; PhD, Northwestern	Archie Carroll Professor of Ethical Leadership (Department of Economics)
Patrick E. Moran (1989) BA, MA, Stanford; MA, National Taiwan University; PhD, Pennsylvania	Associate Professor of Chinese (East Asian Languages and Cultures)
Roberta Morosini (2000) DEA, University of Rennes II (France); PhD, McGill (Montreal)	Associate Professor of Romance Languages
Rebekah L. Morris (2006) BA, Wake Forest; MA, Virginia	Instructor in Romance Languages
Donald J. Moser (1995) BS, LTC (Ret.), U.S. Military Academy (West Point); MBA, Long Island	Adjunct Instructor in Military Science
William M. Moss (1971) BA, Davidson; PhD, UNC-Chapel Hill	Professor of English
Gloria K. Muday (1991) BS, Virginia Poly. Inst. and SU; PhD, Purdue	Professor of Biology (Leave 2007-08)
Stephen Murphy (1987) BA, Canisius; MA, PhD, UNC-Chapel Hill	Associate Professor of Romance Languages (French) (Dijon, fall 2007)
Michelle J. Naughton BA, PhD, Iowa	Adjunct Professor of Women's and Gender Studies
Lynn Neal (2006) BA, Houghton College; MTS, Duke; MA, PhD, UNC-Chapel Hill	Assistant Professor of Religion
Debbie W. Newsome (1999) BA, Oklahoma Baptist; MEd, Wake Forest; PhD, UNC-Greensboro	Assistant Professor of Counseling
Linda N. Nielsen (1974) BA, MS, EdD, Tennessee	Professor of Education
Mary Niepold (2003) BA, Wake Forest	Visiting Instructor in English
Patricia A. Nixon (1999) BS, Boston; MA, PhD, Pittsburgh	Associate Professor of Health and Exercise Science
Ronald E. Nofle (1967) BS, New Hampshire; PhD, Washington	Professor of Chemistry
James L. Norris III (1989) BS, MS (Science), MS (Statistics), NC State; PhD, Florida State	Professor of Mathematics
Colleen C. O'Brian (2006) BA, Le Moyne College; MA, PhD, Michigan	Visiting Assistant Professor of English
Monique O'Connell (2004) BA, Brown; PhD, Northwestern	Assistant Professor of History
Conor O'Callaghan (2005) MLit, Trinity College (Dublin)	Visiting Poet-in-Residence (English)

- Dee Oseroff-Varnell (1996)
BA, MA, PhD, Washington
Adjunct Assistant Professor of Communication
- Claudia Ospina (2006)
BA, Pontificia University Javeriana (Colombia); MA, Ohio
Instructor in Romance Languages
- Beatrice Ottersböck (1999)
BA, Chatham College; MA, PhD, Pittsburgh
Lecturer in Art History (Vienna)
- Gillian Rose Overing (1979)
BA, Lancaster (England); MA, PhD, SUNY (Buffalo)
Professor of English
- Adriano Palma (2006)
Diploma, Università degli studi di Pisa (Italy); PhD, Indiana
Adjunct Professor of Philosophy
- Anthony S. Parent Jr. (1989)
BA, Loyola; MA, PhD, California (Los Angeles)
Associate Professor of History
- R. Jason Parsley (2006)
BS, Duke; PhD, Pennsylvannia
Assistant Professor of Mathematics
- Perry L. Patterson (1986)
BA, Indiana; MA, PhD, Northwestern
Professor of Economics and Lecturer in Russian
- V. Paúl Pauca (2002)
BS, MS, Wake Forest; PhD, Duke
Assistant Professor of Computer Science
- Benjamin Paz (2004)
BME, University of Minnesota; MBA, Stanford
Visiting Lecturer in Business
(W. Calloway School of Business and Accountancy)
- Ann M. Peiffer (2006)
BA, Cornell College; MS, PhD, Connecticut
Adjunct Assistant Professor of Psychology
- Stéphanie Pellet (2006)
MA, PhD, Texas
Assistant Professor of Romance Languages
- Mary L. B. Pendergraft (1988)
BA, PhD, UNC-Chapel Hill
Professor of Classical Languages
- Linda Petrou (2006)
AA, Anne Arundel Community College; BA, MA, PhD, Maryland
Adjunct Assistant Professor of Communication
- David P. Phillips (1994)
BA, Cornell; M.Arch., Washington; MA, PhD, Pennsylvania
Associate Professor of Japanese
(East Asian Languages and Cultures)
- John R. Pickel (1997)
BFA, Indiana State; MFA, Cranbrook Academy of Art
Associate Professor of Art
- Mark Pirolo (2006)
BFA, Carnegie-Mellon
Adjunct Instructor in Theatre & Dance
- Robert J. Plemmons (1990)
BS, Wake Forest; PhD, Auburn
Reynolds Professor of Mathematics and
Computer Science
- Danielle Powell (2004)
BA, James Madison; MA, Wake Forest
Adjunct Instructor in Communication
- James T. Powell (1988)
BA, Emory; MPhil, MA, PhD, Yale
Associate Professor of Classical Languages
- Jason E. Powell (2004)
BA, Trinity; MSt, DPhil, Oxford
Visiting Assistant Professor of English
- Kersti Powell (2004)
BA, University of Tallinn (Estonia);
MA, University of Tartu; MSt, DPhil, Oxford
Visiting Assistant Professor of English
- Wayne E. Pratt (2006)
BA, Vermont; MS, PhD, Utah
Assistant Professor of Psychology

Jenny Puckett (1995) BA, Wake Forest; MA, Middlebury	Instructor in Romance Languages
Teresa Radomski (1977) BM, Eastman; MM, Colorado	Professor of Music
Yasuko T. Rallings (1998) BA, Seinan Gakuin University (Japan); MA, Ohio	Senior Lecturer in East Asian Languages and Cultures
Thomas H. Ramsey (2003) BS, Grove City College; MBA, Pittsburgh	Instructor in Business (W. Calloway School of Business and Accountancy)
Herman Rapaport (2006) BA, California State College; MA, California (Los Angeles); PhD, California (Irvine)	Reynolds Professor of English
Sarah Raynor (2003) BS, Yale, PhD, MIT	Sterge Faculty Fellow and Assistant Professor of Mathematics (Leave, fall 2007)
Mary Lynn B. Redmond (1989) BA, EdD, UNC-Greensboro; MEd, UNC-Chapel Hill	Associate Professor of Education
W. Jack Rejeski Jr. (1978) BS, Norwich; MA, PhD, Connecticut	Thurman D. Kitchin Professor of Health and Exercise Science; Adjunct Professor of Psychology
Corey R. Remle (2006) BA, New College of the University of South Florida; MA Duke	Visiting Instructor in Sociology
Paul M. Ribisl (1973) BS, Pittsburgh; MA, Kent State; PhD, Illinois	Charles E. Taylor Professor of Health and Exercise Science (Leave, 2007-08)
Jessica Richard (2002) BA, Goucher; MA, PhD, Princeton	Assistant Professor of English
Albert Rives (2002) BS, Wake Forest; PhD, Wisconsin (Madison)	Visiting Professor of Chemistry
Donald P. Robin (1997) BS, MBA, PhD, Louisiana State	J. Tylee Wilson Chair of Business Ethics (W. Calloway School of Business and Accountancy)
Kenneth Wayne Robinson (1998) BA, Wake Forest; MA, Kentucky	Adjunct Instructor in Anthropology
Stephen B. Robinson (1991) BA, PhD, California (Santa Cruz)	Professor of Mathematics
Randall G. Rogan (1990) BA, St. John Fisher College; MS, PhD, Michigan State	Professor of Communication
Luis Roniger (2003) Licenciate in Sociology, Universidad Nacional de Buenos Aires; MA, PhD, Hebrew University of Jerusalem	Reynolds Professor of Latin-American Studies
Jeffrey Rosenthal (2005) BA, Northwestern; MA, UNC-Chapel Hill	Visiting Assistant Professor of Sociology
Leah Roy (2002) BFA, Montana; MFA, Wisconsin	Visiting Assistant Professor of Theatre
Susan Z. Rupp (1993) BA, Grinnell; AM, Harvard; MA, PhD, Stanford	Associate Professor of History
Akbar Salam (2003) BS, PhD, University of London	Assistant Professor of Chemistry
Fred R. Salsbury Jr. (2002) BS, Chicago; PhD, California (Berkeley)	Assistant Professor of Physics
Ivo Sánchez (2004) BA, MA, Wisconsin	Instructor in Romance Languages

María Teresa Sanhueza (1996) BA, MA, Concepción (Chile); PhD, Michigan (Ann Arbor)	Associate Professor of Romance Languages (Salamanca, fall 2007)
Peter Santiago (1989) BS, Virginia Poly. Inst. and SU; PhD, NC State	Adjunct Associate Professor of Physics
James A. Schirillo (1996) BA, Franklin & Marshall; PhD, Northeastern	Associate Professor of Psychology
John J. Schmidt (2006) BA, MAT, St. Michael's College; EdD, UNC-Greensboro	Adjunct Assistant Professor of Counseling
Marianne A. Schubert (1977) BA, Dayton; MA, PhD, Southern Illinois	Adjunct Assistant Professor of Counseling
Katie Scott (1985) BA Hons., London	Lecturer in Art History (London)
Richard D. Sears (1964) BA, Clark; MA, PhD, Indiana	Adjunct Professor of Political Science
Joseph F. Seay (2006) BS, MS, Delaware; PhD, Massachusetts	Visiting Assistant Professor of Health & Exercise Science
Catherine E. Seta (1987) BA, MA, PhD, UNC-Greensboro	Professor of Psychology
Brantly Bright Shapiro (1984)	Lecturer in Dance
Kurt C. Shaw (1987) BA, Missouri; MA, PhD, Kansas	Associate Professor of German and Russian
Bryan Shelly (2005) BA, Tufts; PhD, Princeton	Assistant Professor of Political Science
Yaohua Shi (2002) BA, Shanghai Foreign Languages Institute; MA, Clark; PhD, Indiana	Assistant Professor of East Asian Languages and Cultures
Carol A. Shively (1990) BA, Hiram; MA, PhD, California (Davis)	Professor of Psychology
Rebecca Shore (2003) BM, Louisiana State; MA, California State; PhD, Southern California	Adjunct Assistant Professor of Education
Peter M. Siavelis (1996) BA, Bradley; MA, PhD, Georgetown	Z. Smith Reynolds Foundation Fellow and Associate Professor of Political Science
Gale Sigal (1987) BA, City College (New York); MA, Fordham; PhD, CUNY (Graduate Center)	Professor of English
Alycia K. Silman (2003) BA, Westminster College; MA, Wake Forest; PhD, UNC-Greensboro	Visiting Assistant Professor of Psychology
Miles R. Silman (1998) BA, Missouri; PhD, Duke	Z. Smith Reynolds Foundation Fellow and Associate Professor of Biology
Wayne L. Silver (1985) BA, Pennsylvania; PhD, Florida State	Professor of Biology
Kenneth W. Simington (2006) BA, MEd, UNC-Chapel Hill; PhD, UNC-Greensboro	Adjunct Assistant Professor of Counseling
Jeanne M. Simonelli (1999) BA, MA, PhD, Oklahoma; MPH, Oklahoma University Health Sciences Center	Professor of Anthropology
Robert Simpson (1997)	Adjunct Instructor in Dance
Cyndi Skaar (2003) BS, BA, University of Minnesota; MBA, Wake Forest	Instructor in Business (W. Calloway School of Business and Accountancy)

Charles Sligh (2005) BA, Belmont; MA, Baylor; PhD, Virginia	Visiting Instructor in English
William W. Sloan Jr. (1994) BA, Davidson; MA, Wake Forest; PhD, Miami (Ohio)	Adjunct Assistant Professor of Psychology
Earl Smith (1996) BA, SUNY (Stony Brook); MA, PhD, Connecticut	Rubin Professor of American Ethnic Studies and Professor of Sociology
J. Howell Smith (1965) BA, Baylor; MA, Tulane; PhD, Wisconsin	Professor of History
Kathy B. Smith (1981) BA, Baldwin-Wallace; MA, PhD, Purdue	Professor of Political Science
Margaret Supplee Smith (1979) BS, Missouri; MA, Case Western Reserve; PhD, Brown	Harold W. Tribble Professor of Art
Ross Smith (2006)	Adjunct Instructor in Communication
Teresa Smith (2004) BS, MA, PhD, Florida	Adjunct Professor of Women's and Gender Studies
William K. Smith (1998) BS, MS, California State; PhD, California (Los Angeles)	Charles H. Babcock Chair of Botany
Joseph Soares (2003) BA, Rutgers; MA, PhD, Harvard	Associate Professor of Sociology
Cecilia H. Solano (1977) BA, Harvard; MA, PhD, Johns Hopkins	Associate Professor of Psychology
Morten Solvik (2003) BA, Cornell; PhD, Pennsylvania	Lecturer in Music (Vienna)
Christina Tsoules Soriano (2006) BA, Trinity College; MFA, Smith College	Assistant Professor of Theatre and Dance
Deborah Kim Muller Spencer (2002) BPA, Oklahoma City; MEd, Central Oklahoma	Adjunct Instructor in Dance
Michelle D. Steward (2004) BA, MBA, West Florida; PhD, Arizona State	Assistant Professor of Business (W. Calloway School of Business and Accountancy)
Eleanor P. Stoller AB, Grinnell College; AM, PhD, Washington	Research Professor of Sociology and Gerontology
Eric R. Stone (1994) BA, Delaware; MA, PhD, Michigan	Associate Professor of Psychology
John H. Stoneburg IV (2006) BS, Wayland Baptist; MA, Webster	Assistant Professor of Military Science
David H. Stroupe (1990) BS, Wake Forest; MA, UNC-Chapel Hill	Instructor in Health and Exercise Science
Cynthia K. Suerken (2006) BS, Vanderbilt; MS, Georgia	Adjunct Instructor in Mathematics
Elaine K. Swartzentruber (1999) BA, Colorado; MA, Chicago Theological Seminary; PhD, Emory	Visiting Assistant Professor of Religion
Patricia Swier (2005) BA, Charleston; MA, Rutgers; PhD, UNC-Chapel Hill	Visiting Assistant Professor of Romance Languages
Robert L. Swofford (1993) BS, Furman; PhD, California (Berkeley)	Professor of Chemistry
Darrell L. Sydnor (2005) BS, Tuskegee; MSA, Central Michigan	Assistant Professor of Military Science

Brian Tague (1995) ScB, AB, Brown; PhD, California (San Diego)	Associate Professor of Biology
Ian M. Taplin (1985) The College of Architecture, Oxford (England); BA, York (England); MPhil, Leicester (England); PhD, Brown	Professor of Sociology (Venice, spring 2008)
Kendall B. Tarte (1996) BA, MA, PhD, Virginia	Associate Professor of Romance Languages
Paul Thacker (2003) BS, Tulane; MA, PhD, Southern Methodist	Assistant Professor of Anthropology
Rebecca Thomas (1993) BA, MA, California (Los Angeles); PhD, Ohio State	Associate Professor of German (Vienna, fall 2007) (Leave, spring 2008)
Stan J. Thomas (1983) BS, Davidson; PhD, Vanderbilt	Associate Professor of Computer Science
Clark Thompson (2001) BA, JD, PhD, Virginia	Lecturer in Philosophy
Harry B. Titus Jr. (1981) BA, Wisconsin (Milwaukee); MFA, PhD, Princeton	Professor of Art
Suzanne Tobey (2005) BS, Florida; PhD, Texas	Assistant Professor of Chemistry (Leave, spring 2008)
Patrick J. Toner (2006) BA, MA, Franciscan University of Steubenville; PhD, Virginia	Assistant Professor of Philosophy
Todd C. Torgersen (1989) BS, MS, Syracuse; PhD, Delaware	Associate Professor of Computer Science
Ralph B. Tower (1980) BA, PhD, UNC-Chapel Hill; MBA, Cornell	Wayne Calloway Professor of Taxation (W. Calloway School of Business and Accountancy)
Julianne Treme (2006) BA, Elon	Visiting Instructor in Economics
Chad Trevitte (2004) BA, Wake Forest; MA, PhD, UNC-Chapel Hill	Visiting Assistant Professor of English
Maria-Encarna Moreno Turner (1999) BA, MA, Brigham Young	Instructor in Romance Languages
William H. Turkett Jr. (2004) BS, College of Charleston; PhD, South Carolina	Assistant Professor of Computer Science
Kamil Burak Üçer (2004) BSEE, Middle East Technical University, (Turkey); MSEE, Princeton; PhD, Rochester	Research Associate Professor of Physics
Robert W. Ulery Jr. (1971) BA, MA, PhD, Yale	Professor of Classical Languages
Robert L. Utley Jr. (1978) BA, Wake Forest; MA, PhD, Duke	Professor of Humanities
Olga Valbuena-Hanson (1996) BA, Irvine; MA, PhD, SUNY (Buffalo)	Associate Professor of English
James B. Varner (2006) BS, Wake Forest; MAB, Virginia	Instructor in Business (W. Calloway School of Business and Accountancy)
Laura J. Veach (1999) BA, MEd, Wake Forest; PhD, New Orleans	Assistant Professor of Counseling
Stephen C. Vella (2006) AB Princeton; MA, M.Phil, Yale	Instructor in History

Alicia Vitti (2005) BA, Salem College; MA, UNC-Greensboro; PhD, Middlebury College	Visiting Assistant Professor of Romance Languages
Antonio Carlo Vitti (1986) BA, MA, Wayne State; PhD, Michigan	Professor of Romance Languages
Timothy K. Wagner (2006) BS, Rochester; PhD, Maryland	Adjunct Assistant Professor of Physics
Ana M. Wahl (2002) BS, Creighton; MA, PhD, Indiana	Assistant Professor of Sociology
Gregory Warrington (2003) BA, Princeton; PhD, Harvard	Sterge Faculty Fellow and Assistant Professor of Mathematics
Sarah L. Watts (1987) BA, Oklahoma College of Liberal Arts; MA, PhD, Oklahoma	Professor of History
Elizabeth Way (2006) BA, Wake Forest; MA, University of Durham (England); PhD, Georgia	Adjunct Assistant Professor of English
Julie H. Wayne (2003) BS, Furman; MS, PhD, Georgia (Athens)	Adjunct Assistant Professor (W. Calloway School of Business and Accountancy)
Mary R. Wayne-Thomas (1980) BFA, Pennsylvania State; MFA, Ohio State	Associate Professor of Theatre
Peter D. Weigl (1968) BA, Williams; PhD, Duke	Professor of Biology
David P. Weinstein (1989) BA, Colorado College; MA, Connecticut; PhD, Johns Hopkins	Associate Professor of Political Science
Catherine O. Welder (2006) BS, Wake Forest; PhD, Georgia Institute of Technology	Visiting Associate Professor of Chemistry
Mark E. Welker (1987) BS, UNC-Chapel Hill; PhD, Florida State	William L. Poteat Professor of Chemistry
Byron R. Wells (1981) BA, MA, Georgia; PhD, Columbia	Professor of Romance Languages
Helga A. Welsh (1993) MA, PhD, University of Munich	Associate Professor of Political Science
G. Page West III (1995) BA, Hamilton; MBA, Dartmouth; PhD, Colorado (Boulder)	Professor of Business (W. Calloway School of Business and Accountancy)
Larry E. West (1969) BA, Berea; PhD, Vanderbilt	Professor of German
Dorothy M. Westmoreland (2002) BA, Wake Forest; MA, Cincinnati; JD, Wake Forest	Adjunct Instructor in Classical Languages
Robert M. Whaples (1991) BA, Maryland; PhD, Pennsylvania	Professor of Economics
Jarrod Whitaker (2005) BA, MA, University of Canterbury (New Zealand); PhD, Texas	Assistant Professor of Religion
M. Stanley Whitley (1990) BA, Wake Forest; MA, PhD, Cornell	Professor of Romance Languages
Stephen L. Whittington (2002) AB, Chicago; MA, PhD, Penn State	Adjunct Associate Professor of Anthropology and Director of the Museum of Anthropology
Ulrike Wiethaus (1991) Colloquium at Kirchliche Hochschule (Berlin, Germany); MA, PhD, Temple	Professor of Humanities

- Heiko Wiggers (2005) Lecturer in German and Russian
BA, MA, Eastern Washington
- Elisabeth d'Empaire Wilbert (1999) Lecturer in Romance Languages
BA, MA, UNC-Chapel Hill
- Jack E. Wilkerson Jr. (1989) Professor of Accountancy
BS, Bob Jones; PhD, Texas (W. Calloway School of Business and Accountancy)
- Charles Wilkins (2006) Assistant Professor of History
BA, Duke; MA, Ohio State; PhD, Harvard
- Alan J. Williams (1974) Professor of History
BA, Stanford; PhD, Yale
- Richard T. Williams (1985) Reynolds Professor of Physics
BS, Wake Forest; MA, PhD, Princeton (Leave, fall 2007)
- Patricia K. Willis (2007) Visiting Assistant Professor
BA, East Carolina; MA, Florida State; MA, PhD., SUNY (Albany) of Women's and Gender Studies
- David C. Wilson (1984, 1987) Instructor in Mathematics
BS, Wake Forest; MAT, Emory
- Eric Wilson (1998) Thomas H. Pritchard Professor of English
BA, Appalachian State; MA, Wake Forest; (Leave fall 2007)
PhD, The Graduate School and University Center, CUNY
- Tracy Wilson (2003) Instructor in Education
BA, Wake Forest; MA, Appalachian State
- Yue-Ling Wong (2001) Lecturer in Digital Media
BS, Hong Kong Baptist College; PhD, Texas (Austin)
- Frank B. Wood (1971) Adjunct Professor of Psychology
BA, MA, Wake Forest;
MDiv, Southeastern Baptist Theo. Seminary; PhD, Duke
- John H. Wood (1985) Reynolds Professor of Economics
BS, Ohio; MA, Michigan State; PhD, Purdue
- Pia Christina Wood (1999) Associate Professor of Political Science
BA, William and Mary; MIBS, South Carolina; MA, New Mexico;
PhD, Graduate Institute for International Studies (Switzerland)
- Sharon K. Woodard (1998) Instructor in Health and Exercise Science
BS, Central Michigan; MS, Wake Forest
- David Yamane (2005) Assistant Professor of Sociology
BA, California (Berkeley); MS, PhD, Wisconsin (Madison)
- Owen Yeates (2006) Visiting Instructor in Political Science
BS, Brigham Young; MA, ABD, Duke
- Itzá A. Zavala-Garrett (2004) Visiting Assistant Professor of Romance Languages
Licenciada en letras Universidad Autónoma de Querétaro, Mexico;
MA, Western Michigan
- Clifford W. Zeyl (1997) Associate Professor of Biology
BSc, University of Guelph; MSc, PhD, McGill
- Ofer A. Zmri (2006) Adjunct Professor of American Ethnic Studies
BA, Ilan University (Tel Aviv, Israel); MA, McGill;
PhD, Harvard
- Margaret D. Zulick (1991) Associate Professor of Communication
BM, Westminster Choir College;
MA, Earlham School of Religion;
MTS, Garrett-Evangelical Theological Seminary; PhD, Northwestern



Dates following names indicate period of service.

Ralph D. Amen (1962-1993) BA, MA, Northern Colorado; MBS, PhD, Colorado	Professor Emeritus of Biology
John William Angell (1955-1990) BA, Wake Forest; STM, Andover Newton; ThM, PhD, Southern Baptist Theo. Seminary	Easley Professor Emeritus of Religion
James P. Barefield (1963-2004) BA, MA, Rice; PhD, Johns Hopkins	Wake Forest Professor Emeritus of History
Richard C. Barnett (1961-1994) BA, Wake Forest; MEd, PhD, UNC-Chapel Hill	Professor Emeritus of History
John V. Baxley (1968-2004) BS, MS, Georgia Tech; PhD, Wisconsin	Wake Forest Professor Emeritus of Mathematics
Robert W. Brehme (1959-1995) BS, Roanoke; MS, PhD, UNC-Chapel Hill	Professor Emeritus of Physics
David G. Brown (1990-2003) AB, Denison; PhD, Princeton	Provost Emeritus
George McLeod Bryan (1956-1987) BA, MA, Wake Forest; BD, PhD, Yale	Professor Emeritus of Religion
Shasta M. Bryant (1966-1987) BA, MA, PhD, UNC-Chapel Hill	Professor Emeritus of Romance Languages
Julian C. Burroughs Jr. (1958-1994) BA, Wake Forest; MA, PhD, Michigan	Professor Emeritus of Speech Communication
Christa G. Carollo (1985-2005) BA, UNC-Greensboro; MA, Duke	Senior Lecturer Emerita in German
John A. Carter Jr. (1961-1997) BA, Virginia; MA, PhD, Princeton	Professor Emeritus of English
Dorothy Casey (1949-1988) BS, UNC-Greensboro; MA, UNC-Chapel Hill	Associate Professor Emerita of Health and Sport Science
David W. Catron (1963-1994) BA, Furman; PhD, George Peabody	Professor Emeritus of Psychology
Leon P. Cook Jr. (1957-1993) BS, Virginia Poly. Inst. & SU; MS, Tennessee	Associate Professor Emeritus of Accounting (W. Calloway School of Business and Accountancy)
Leon H. Corbett Jr. (1968-2002) BA, JD, Wake Forest	Vice President and Counsel Emeritus
Nancy J. Cotton (1977-2002) BA, Texas; MA, Wisconsin; PhD, Columbia	Professor Emerita of English
Cyclone Covey (1968-1988) BA, PhD, Stanford	Professor Emeritus of History
James H. Dodding (1979-2005) Diploma, Rose Bruford College of Speech and Drama (London); Cert., Birmingham; Cert., Westhill Training College (Birmingham); Diploma, Theatre on the Balustrade (Prague)	Professor Emeritus of Theatre

Robert H. Dufort (1961-1999) BA, PhD, Duke	Professor Emeritus of Psychology
John S. Dunkelberg (1983-2001) BS, Clemson; MBA, PhD, South Carolina	Kemper Professor Emeritus of Business (W. Calloway School of Business and Accountancy)
John R. Earle (1963-2001) BA, Wake Forest; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Sociology
Eddie V. Easley (1984-1999) BS, Virginia State; MS, PhD, Iowa State	Professor Emeritus of Business (W. Calloway School of Business and Accountancy)
Leo Ellison Jr. (1957-1999) BS, MS, Northwestern State	Associate Professor Emeritus of Health and Exercise Science
Thomas M. Elmore (1962-1996) BA, Wake Forest; MA, George Peabody; PhD, Ohio State	Professor Emeritus of Education
David K. Evans (1966-1998) BS, Tulane; PhD, California (Berkeley)	Professor Emeritus of Anthropology
Jack D. Fleer (1964-2002) BA, Oklahoma Baptist; MS, Florida State; PhD, UNC-Chapel Hill	Professor Emeritus of Political Science
Doyle R. Fosso (1964-1995) AB, PhD, Harvard; MA, Michigan	Professor Emeritus of English
Caroline Sandlin Fullerton (1969-1990) BA, Rollins; MFA, Texas Christian	Lecturer Emerita in SCTA (Theatre Arts)
Kathleen M. Glenn (1974-1998) BA, MA, PhD, Stanford	Wake Forest Professor Emerita of Romance Languages
Paul M. Gross Jr. (1959-1987) BS, Duke; PhD, Brown	Professor Emeritus of Chemistry
Emmett Willard Hamrick (1952-1988) BA, UNC-Chapel Hill; PhD, Duke	Albritton Professor Emeritus of Religion
Phillip J. Hamrick Jr. (1956-1995) BS, Morris Harvey; PhD, Duke	Professor Emeritus of Chemistry
Carl V. Harris (1956-1989) BA, Wake Forest; BD, STM, Yale; PhD, Duke	Professor Emeritus of Classical Languages
Lucille S. Harris (1957-1991) BA, BM, Meredith	Instructor Emerita in Music
Elmer K. Hayashi (1973-2004) BA, California (Davis); MS, San Diego State; PhD, Illinois	Professor Emeritus of Mathematics
Roger A. Hegstrom (1969-2001) BA, St. Olaf; AM, PhD, Harvard	Wake Forest Professor Emeritus of Chemistry
Robert M. Helm (1940-2002) BA, Wake Forest; MA, PhD, Duke	Worrell Professor Emeritus of Philosophy
Marcus B. Hester (1963-2006) BA, Wake Forest; PhD, Vanderbilt	Professor Emeritus of Philosophy
David A. Hills (1960-1996) BA, Kansas; MA, PhD, Iowa	Professor Emeritus of Psychology
George M. Holzwarth (1983-2004) BA, Wesleyan; MS, PhD, Harvard	Professor Emeritus of Physics
William L. Hottinger (1970-1996) BS, Slippery Rock; MS, PhD, Illinois	Professor Emeritus of Health and Exercise Science

Delmer P. Hylton (1949-1991) BS, MBA, Indiana	Professor Emeritus of Accounting (W. Calloway School of Business and Accountancy)
Mordecai J. Jaffe (1980-1998) BS, City College (New York); PhD, Cornell	Professor Emeritus of Biology
Patricia Adams Johansson (1969-1998) BA, Winston-Salem State; MA, Wake Forest	Associate Dean of the College Emerita and Lecturer Emerita in English
Harry L. King Jr. (1960-1981) BA, Richmond; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Romance Languages
Lula M. Leake (1964-1997) BS, Louisiana State; MRE, Southern Baptist Theological Seminary	Associate Vice President for Academic Affairs Emerita
John H. Litcher (1973-2004) BS, Winona State; MA, PhD, Minnesota	Professor Emeritus of Education
Robert W. Lovett (1962, 1968-2001) BA, Oglethorpe; MAT, PhD, Emory	Professor Emeritus of English
Milorad R. Margitić (1978-2005) MA, Leiden (Netherlands); PhD, Wayne State	Professor Emeritus of Romance Languages
*James A. Martin Jr. (1983-2003) BA, Wake Forest; MA, Duke; PhD, Columbia	University Professor Emeritus
Jill Jordan McMillan (1983-2006) BA, Baylor; MA, Arkansas; PhD, Texas	Professor Emerita of Communication
Dolly A. McPherson (1974-2001) BA, Southern; MA, Boston University; PhD, Iowa	Professor Emerita of English
Gordon A. Melson (1991-2006) BS, PhD, Sheffield (England)	Dean of the Graduate School of Arts & Sciences Emeritus and Professor Emeritus of Chemistry
Carlton T. Mitchell (1961-1991) BA, Wake Forest; BD, Yale; STM, Union Theo. Seminary; PhD, New York	Professor Emeritus of Religion
Carl C. Moses (1964-1991) AB, William and Mary; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Politics
Thomas E. Mullen (1957-2000) BA, Rollins; MA, PhD, Emory	Dean of the College Emeritus and Professor Emeritus of History
John E. Parker Jr. (1950-1987) BA, Wake Forest; MA, PhD, Syracuse	Professor Emeritus of Education and Romance Languages
Philip J. Perricone (1967-2003) BS, MA, Florida; PhD, Kentucky	Professor Emeritus of Sociology
Margaret R. Perry (1947-1998) BS, South Carolina	Registrar Emerita
Elizabeth Phillips (1957-1989) BA, UNC-Greensboro; MA, Iowa; PhD, Pennsylvania	Professor Emerita of English
Lee Harris Potter (1965-1989) BA, MA, PhD, UNC-Chapel Hill	Professor Emeritus of English
Herman J. Preseren (1953-1983) BS, California State (Pennsylvania); MA, Columbia; PhD, UNC-Chapel Hill	Professor Emeritus of Education
Gregory D. Pritchard (1968-1994) BA, Oklahoma Baptist; BD, Southern Baptist Theo. Seminary; PhD, Columbia	Professor Emeritus of Philosophy

*Died January 24, 2007

Beulah L. Raynor (1946-1979) BA, East Carolina; MA, Wake Forest	Associate Professor Emerita of English
J. Don Reeves (1967-1994) BA, Mercer; BD, ThM, Southern Baptist Theo. Seminary; EdD, Columbia	Professor Emeritus of Education
Charles L. Richman (1968-2006) BA, Virginia; MA, Yeshiva; PhD, Cincinnati	Professor Emeritus of Psychology
Leonard P. Roberge (1974-2002) BA, New Hampshire; MA, Atlanta; EdD, Maine	Professor Emeritus of Education
Mary Frances Robinson (1952-1989) BA, Wilson; MA, PhD, Syracuse	Professor Emerita of Romance Languages
*Paul S. Robinson (1952-1977) BA, Westminster; BM, Curtis; MSM, DSM, Union Seminary	Professor Emeritus of Music
Eva M. Rodtwitt (1966-1997) Cand Philol, Oslo (Norway)	Lecturer Emerita in Romance Languages
Wilmer D. Sanders (1954-1957, 1964-1992) BA, Muhlenberg; MA, PhD, Indiana	Professor Emeritus of German
John W. Sawyer (1956-1988) BA, MA, Wake Forest; MA, PhD, Missouri	Professor Emeritus of Mathematics and Computer Science
Richard D. Sears (1964-2002) BA, Clark; MA, PhD, Indiana	Professor Emeritus of Political Science
Ben M. Seelbinder (1959-1988) BA, Mississippi Delta State; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Mathematics
Timothy F. Sellner (1970-2003) BA, PhD, Michigan; MA, Wayne State	Professor Emeritus of German
Dudley Shapere (1984-2002) BA, MA, PhD, Harvard	Reynolds Professor Emeritus of Philosophy and History of Science
Howard W. Shields (1958-2001) BS, UNC-Chapel Hill; MS, Pennsylvania State; PhD, Duke	Professor Emeritus of Physics
Robert N. Shorter (1958-1999) BA, Union; MA, PhD, Duke	Professor Emeritus of English
Michael L. Sinclair (1968-2006) BA, Wake Forest; AM, PhD, Stanford	Professor Emeritus of History
Blanche C. Speer (1972-1984) BA, Howard Payne; MA, PhD, Colorado	Associate Professor Emerita of Linguistics
Henry Smith Stroupe (1937-1984) BS, MA, Wake Forest; PhD, Duke	Dean of the Graduate School Emeritus and Professor Emeritus of History
Thomas C. Taylor (1971-2003) BS, MA, UNC-Chapel Hill; PhD, Louisiana State	Professor Emeritus of Accountancy (W. Calloway School of Business and Accountancy)
Harold C. Tedford (1965-1998) BA, Ouachita; MA, Arkansas; PhD, Louisiana State	Professor Emeritus of Theatre
Stanton K. Tefft (1964-2000) BA, Michigan State; MS, Wisconsin; PhD, Minnesota	Professor Emeritus of Anthropology
Anne S. Tillett (1956-1986) BA, Carson-Newman; MA, Vanderbilt; PhD, Northwestern	Professor Emerita of Romance Languages
George W. Trautwein (1983-1996) BMus, Oberlin; MMus, Cleveland Institute; MusD, Indiana	Director of Instrumental Ensembles Emeritus (Department of Music)

*Died February 15, 2007

Marcellus E. Waddill (1962-1997) BA, Hampden-Sydney; MA, PhD, Pittsburgh	Professor Emeritus of Mathematics
J. Van Wagstaff (1964-1992) BA, Randolph-Macon; MBA, Rutgers; PhD, Virginia	Professor Emeritus of Economics
David S. Weaver (1977-2002) BA, MA, Arizona; PhD, New Mexico	Professor Emeritus of Anthropology
George P. Williams Jr. (1958-1999) BS, Richmond; MS, PhD, UNC-Chapel Hill	Professor Emeritus of Physics
John G. Williard (1958-1994) BS, UNC-Chapel Hill	Vice President and Treasurer Emeritus
Edwin G. Wilson (1951-2002) BA, Wake Forest, AM, PhD, Harvard	Provost Emeritus and Professor Emeritus of English
Donald H. Wolfe (1968-2000) BS, MS, Southern Illinois; PhD, Cornell	Professor Emeritus of Theatre
J. Ned Woodall (1969-2003) BA, MA, Texas; PhD, Southern Methodist	Professor Emeritus of Anthropology
Raymond L. Wyatt (1956-1992) BS, Wake Forest; MA, PhD, UNC-Chapel Hill	Professor Emeritus of Biology
*W. Buck Yearn's Jr. (1945-1988) BA, Duke; MA, Georgia; PhD, UNC-Chapel Hill	Professor Emeritus of History
Richard L. Zuber (1962-2000) BS, Appalachian; MA, Emory; PhD, Duke	Professor Emeritus of History

**Died November 16, 2006*

The Committees of the Faculty



The Committees listed represent those in effect during the academic year 2006-07. Each committee selects its own chair except where the chair is designated. Dates noted are year of term expiration.

Executive Committees

The Committee on Academic Affairs. *Non-voting:* Dean of student services, associate deans of the College, and one undergraduate student. *Voting:* Dean of the College; dean of the Wayne Calloway School of Business and Accountancy; 2009 Natalie Holzwarth, Miles Silman; 2008 Judy Kem, James Powell; 2007 Edward Allen, James Norris; and one undergraduate student.

The Committee on Admissions. *Non-voting:* Director of admissions, two members from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting:* Dean of the College; 2009 Robert Evans, Jeff Holdridge; 2008 Ronald Dimock, Helga Welsh; 2007 David Faber, Kathy Kron; and one undergraduate student.

The Committee on Scholarships and Student Aid. *Non-voting:* One undergraduate student. *Voting:* Dean of the College, director of financial aid, two members from the administrative staff of the Office of the Dean of the College; 2009 Grant McAllister, Olga Valbuena-Hanson; 2008 David Anderson, Brian Tague; 2007 Clay Hipp, Teresa Radomski; and one undergraduate student.

The Committee on Curriculum. *Voting:* Provost, dean of the College, dean of the Wayne Calloway School of Business and Accountancy, registrar, and the chairs of each department of the College as follows: Division I. (Humanities) Education, History, Military Science, Philosophy, Religion. Division II. (Humanities and Literature) Classical Languages, English, German, Romance Languages, East Asian Languages and Cultures. Division III. (Humanities and Fine Arts) Art, Music, Theatre and Dance. Division IV. (Social and Behavioral Sciences) Anthropology, Communication, Economics, Political Science, Psychology, Sociology. Division V. (Natural Science, Mathematics, and Computer Science) Biology, Chemistry, Computer Science, Health and Exercise Science, Mathematics, Physics.

Advisory Committees

The Committee on Academic Planning. *Non-voting:* Provost, dean of the Wayne Calloway School of Business and Accountancy, and one undergraduate student. *Voting:* Dean of the College, director of the Z. Smith Reynolds Library, one undergraduate student, and 2010 Win-Chiat Lee, Mary Pendergraft; 2009 James Schirillo, Alan Williams; 2008 Margaret Smith; 2007 Hugh Howards; and one undergraduate student.

The Committee on Athletics. *Non-voting:* Director of athletics and one undergraduate student. *Voting:* Vice president for investments and treasurer, dean of the College, faculty representative to the Atlantic Coast Conference; one undergraduate student; and 2011 Mary Dalton, David Levy; 2010 Stewart Carter, Charles Kennedy; 2009 Carole Browne, Michael Lawlor; 2008 Ralph Kennedy, David Levy; 2007 Mary Friedman, Charles Kimball; and one undergraduate student.

The Committee on Nominations. *Voting:* 2009 Donald Frey, Catherine Harris, Gale Sigal; 2008 Anne Boyle, Claudia Kairoff; 2007 Margaret Smith, Kline Harrison.

The Committee on Library Planning. *Non-voting:* Provost, dean of the Graduate School, one undergraduate student, and one graduate student. *Voting:* One faculty representative from each academic division of the College, dean of the College, one faculty representative from the Wayne Calloway School of Business and Accountancy, the director of the Z. Smith Reynolds Library, one undergraduate student, and one graduate student. 2010 Sol Miguel-Prendes, 2009 Robert Knott, Margaret Bender; 2008 Michael Hughes; 2007 Todd Torgersen, Betsy Hoppe.

The Committee on Information Technology. *Non-voting:* Provost, dean of the Graduate School, vice president for student life and instructional resources, vice president administration, and one undergraduate student. *Voting:* Dean of the College or the dean's designate, dean of the Wayne Calloway School of Business and Accountancy or the dean's designate, the director of the Z. Smith Reynolds Library, a representative from Information Systems, one undergraduate student, and six elected members of the undergraduate faculties, including at least one from each of the five academic divisions of the College. 2009 Jonathan Christman, Wei-chin Lee; 2008 Paul Escott, Luis Gonzales; 2007 William Marcum, Stan Thomas.

The Committee on First-Year Seminars. *Non-voting:* Dean of freshmen. *Voting:* Dean of the College, and 2009 Jennifer Burg, Kline Harrison; 2008 Bernadine Barnes, Robert Whaples; 2007 Mary Friedman, Leah McCoy.

Special Committees

The Committee on Publications. *Voting:* Dean of the College, vice president for investments and treasurer, director of creative services, three faculty advisers of the *Old Gold and Black*, *The Student*, and the *Howler*; and 2009 Peter Kairoff, Allan Loudon; 2008 Sheri Bridges, Ronald Noffle; 2007 Scott Klein, Howell Smith.

The Committee for Teacher Education. *Voting:* Dean of the College, dean of the Graduate School, chair of the Department of Education; and 2009 Claire Hammond, David Wilson; 2008 George Graham, Brian Gorelick; 2007 Simone Caron, Gary Miller.

The Committee for the ROTC. *Voting:* Dean of the College, ROTC coordinator, professor of military science; and 2009 Edwin Hendricks; 2008 Robert Utley; 2007 Randall Rogan.

The Committee on Orientation and Lower Division Advising. The dean of freshmen, the chair of Orientation and Lower Division Advising (who shall serve as chair), individuals designated by the vice president for student life and instructional resources to represent the division of student life, the president of student government or his or her designate, at least six members from the College and the Wayne Calloway School of Business and Accountancy faculties, to be invited by the chair in consultation with the Nominations Committee, to serve renewable four-year terms, and other persons from the administration and student body whom the chair shall invite to serve. A majority of the committee shall be composed of members of the College and the Wayne Calloway School of Business and Accountancy faculties. 2006-07 Chair, Jay Ford.

The Committee on Open Curriculum. Dean of the College, the coordinator of the Open Curriculum Program and members of the faculty who are appointed as Open Curriculum advisers. 2006-07 Chair, Barry Maine.

The Committee on the Teaching and Learning Center. Six elected members of the faculty, one from each of the five academic divisions of the College and one from the Wayne Calloway School of Business and Accountancy; 2009 Sarah Barbour, Gordon McCray; 2008 Sharon Andrews, Peter Siavelis; 2007 Patricia Cunningham, Angela King.

Joint Faculty/Administration Committees

The Joint Admissions Committee. Dean of the College, director of admissions, provost, and three faculty members of the Committee on Admissions.

Other Committees on which the Faculty Enjoys Representation

The Committee on Capital Planning. *Non-voting:* Provost, vice president for investments and treasurer, vice president for administration, and one undergraduate student. *Voting:* Dean of the College, dean of the Wayne Calloway School of Business and Accountancy, one undergraduate student; and 2010 Michael Lawlor, Ralph Tower; 2009 Ananda Mitra, Gale Sigal, Robert Ulery; 2008 Charles Kennedy, Sarah Watts; 2007 Mary Wayne-Thomas.

The Judicial Council. *Administration:* 2011 Kenneth A. Zick; 2010 William S. Hamilton, Toby Hale. *Faculty.* 2011 Barry Maine; 2010 Ellen Kirkman, Mary Lynn Redmond; 2009, Simone Caron; 2008 James Curran; 2007 Clay Hipp, Richard Heard; and three undergraduate students.

The Committee on Student Life. Dean of the College or the dean's designate, dean of student services, a designated member of the administration; 2009 Peter Siavelis; 2008 J.K. Curry; 2007 Helen Akinc; and three undergraduate students.

Members of the Honor and Ethics Council. 2009 Susan Borwick, Sally Barbour, Scott Klein; 2008 Sylvain Boko, John Dinan, Donna Henderson, James Norris; 2007 Mary DeShazer, Michael Hyde, Deborah Newsome, Robert Utley.

Faculty Marshals. Douglas Beets, Mary Foskett, Don Frey, Miaohua Jiang, John Llewellyn, Stephen Robinson.

University Senate. President, senior vice president, the deans of the several schools, the associate dean of the Wake Forest University School of Medicine, the director of the Z. Smith Reynolds Library, the secretary of the University, and, with the consent of the Senate, any person holding the position of vice president of the University or equivalent rank, and six staff representatives from the School of Medicine and the College, and the following:

Representatives of the College. 2010 Anne Boyle, Bill Conner, Michele Gillespie; 2009 David Coates, Natalie Holzwarth, Barry Maine; 2008 Andrew Ettin, Dilip Kondepudi, James Kuzmanovich; 2007 Katy Harriger, Harry Titus, David Weinstein.

Representatives of the Wayne Calloway School of Business and Accountancy. 2008 Dale Martin; 2007 Sheri Bridges; 2006 Yvonne Hinson.

Representatives of the Graduate School. 2010 Michael Robbins; 2009 Kathleen Kron; 2008 Suzi Torti.

Representatives of the School of Law. 2010 Wendy Parker; 2009 Tim Davis; 2008 Simone Rose.

Representatives of the Babcock Graduate School of Management. 2010, Derrick Boone; 2009 Bobby Lamy; 2008 Michelle Roehm.

Representatives of the Wake Forest School of Medicine. 2010 Edward Haponik; 2009 Michelle Naughton; 2008 Cormac O'Donovan; 2007 Amy McMichael, Joseph Tobin, Ronald Zagoria.

Representatives of the Divinity School. 2007 Neal Walls.

Institutional Review Board. Steven Folmar (chair), Nancy Crouch, Robert Evans, Michael Hazen, Anthony Marsh, Batja Mesquita, Deborah Newsome, Robert Sanches-Langston (community representative), Joseph Soares. Alternatives: Steven Giles, Janine Jennings, Patricia Nixon, Paul Thatcher, Laura Veach.



All Schools—Fall 2006

	Men	Women	Total
Undergraduate Schools	2,133	2,188	4,321
The Graduate School (<i>Reynolda Campus</i>)	190	247	437
The Graduate School (<i>Bowman Gray Campus</i>)	120	161	281
The School of Law	283	198	481
Divinity School	53	51	104
Babcock Graduate School of Management	376	145	521
The Wake Forest School of Medicine (<i>Includes Allied Health</i>)	285	309	594
University Totals	3,440	3,299	6,739

Geographic Distribution—Undergraduates

By State (2006-07 Academic Year)

Alabama	47	Kentucky	52	North Dakota	0
Alaska	1	Louisiana	15	Ohio	136
Arizona	12	Maine	10	Oklahoma	9
Arkansas	3	Maryland	222	Oregon	8
California	83	Massachusetts	168	Pennsylvania	256
Colorado	37	Michigan	22	Rhode Island	12
Connecticut	135	Minnesota	15	South Carolina	125
Delaware	16	Mississippi	2	South Dakota	1
District of Columbia	14	Missouri	20	Tennessee	112
Florida	244	Montana	4	Texas	176
Georgia	224	Nebraska	3	Utah	5
Hawaii	1	Nevada	2	Vermont	9
Idaho	4	New Hampshire	25	Virginia	248
Illinois	68	New Jersey	276	Washington	19
Indiana	30	New Mexico	4	West Virginia	21
Iowa	7	New York	200	Wisconsin	20
Kansas	23	North Carolina	1,105	Wyoming	5

Countries Represented (2006-07 Academic Year)

Bolivia	Japan	Poland
Canada	Kenya	Russia
Columbia	Korea	Saudi Arabia
France	Kuwait	Slovenia
Germany	Malawi	Sri Lanka
Ghana	Malaysia	Taiwan
India	Netherlands	United Kingdom

International Students: 50



Governing and Advisory Boards

The Board of Trustees

2003-2007

W. Louis Bissette Jr., Asheville, NC
Ronald E. Deal, Hickory, NC
Lisbeth C. Evans, Winston-Salem, NC
Martin L. Garcia, Tampa, FL
Marvin D. Gentry, King, NC
James R. Helvey III, Winston-Salem, NC

Alice Kirby Horton, Hillsborough, NC
Jeanette Wallace Hyde, Raleigh, NC
Dee Hughes LeRoy, Charleston, SC
Douglas F. Manchester, La Jolla, CA
Andrew J. Schindler, Winston-Salem, NC

2004-2008

Diana M. Adams, Bartlesville, OK
Donna A. Boswell, Washington, DC
Bobby R. Burchfield, McLean, VA
J. Donald Cowan Jr., Raleigh, NC
Murray C. Greason Jr., Winston-Salem, NC
William B. Greene Jr., Gray, TN

James W. Judson Jr., Roswell, GA
Deborah D. Lambert, Raleigh, NC
William L. Marks, New Orleans, LA
Celeste Mason Pittman, Rocky Mount, NC
Charles Jeffrey Young, Winston-Salem, NC

2005-2009

David W. Dupree, Washington, DC
A. Doyle Early Jr., High Point, NC
Donald E. Flow, Winston-Salem, NC
Robert E. Greene, Winston-Salem, NC
James M. Hoak, Dallas, TX
Theodore R. Meredith, Vero Beach, FL

L. Glenn Orr Jr., Winston-Salem, NC
Michael G. Queen, Wilmington, NC
Deborah K. Rubin, Winston-Salem, NC
Mitesh B. Shah, Atlanta, GA

2009-2010

Ranlet S. Bell, Winston-Salem, NC
Simpson O. Brown Jr., Winston-Salem, NC
Graham W. Denton Jr., Charlotte, NC
Lawrence D. Hopkins, Winston-Salem, NC
Susan M. Ivey, Winston-Salem, NC
Joshua M. King, Winston-Salem, NC

James W. Johnston, Mooresville, NC
John R. Lowden, Greenwich, CT
Harold O. Rosser, New Canaan, CT
K. Wayne Smith, Newton, NC
Janice K. Story, Atlanta, GA

2006-2007 Student Trustee Joshua M. King

Life Trustees

James L. Becton, Augusta, GA
Bert L. Bennett, Pfafftown, NC
Louise Broyhill, Winston-Salem, NC
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Charles W. Cheek, Greensboro, NC
Egbert L. Davis Jr., Winston-Salem, NC*
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Weston P. Hatfield, Winston-Salem, NC
Harvey R. Holding, Ponte Vedra Beach, FL

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Zachary Smith, Winston-Salem, NC**
D.E. Ward, Lumberton, NC
Lonnie B. Williams, Wilmington, NC
J. Tylee Wilson, Ponte Vedra Beach, FL

* Died November 10, 2006

** Died January 14, 2007

Officers - 2006-2007

L. Glenn Orr Jr., Winston-Salem, NC, Chair
K. Wayne Smith, Winston-Salem, NC, Vice Chair
Louis R. Morrell, Winston-Salem, NC, Treasurer
J. Reid Morgan, Winston-Salem, NC, Secretary
Anita M. Conrad, Winston-Salem, NC, Assistant Secretary

The Board of Visitors

Bob Lee, Chair, Board of Visitors

Wake Forest College and Graduate School

Terms Expiring June 30, 2007

Bruce M. Babcock, Winston-Salem, NC
Callie Anne Clark, Hinsdale, IL
Brenda E.B. Dunson, Washington, DC
Gloria Graham, Winston-Salem, NC
Robert P. Lee, Darien, CT

Debra Lee, Darien, CT
James A. Perdue, Salisbury, MD
Zachary Tate, Blowing Rock, NC
William L. Thorkelson, Rosemont, PA
John W. Wagster, Nashville, TN

Terms Expiring June 30, 2008

Debra Bryant, Keswick, VA
John Crowe, Davis, CA
Sarah duPont, Charlottesville, VA
Ashley Hairston, Charlottesville, VA
Rhoda Juckett, Charlotte, NC
Page Laughlin, Winston-Salem, NC
Jack Lowden, Greenwich, CT

Toby Moffett, Washington, DC
Joe Neal, Seattle, WA
Gail Smith, Belville, NC
Cathy Thomas, Chapel Hill, NC
Betsy Tuttle-Newhall, Chapel Hill, NC
Joy Vermillion Heinsohn, Winston-Salem, NC
Mary Helen Young, Malibu, CA

Terms Expiring June 30, 2009

Pete Daniel, Washington, DC
Robert M. Frehse Jr., New York, NY
John Geissinger, Darien, CT
Maximo M. Gomez, Briarcliff Manor, NY
Olivia Britton Holding, Raleigh, NC

David B. O'Maley, Cincinnati, OH
Karen G. O'Maley, Cincinnati, OH
Deborah Shively, Malvern, PA
Glen Shively, Malvern, PA
David P. Shouvin, Hilliard, OH

Terms Expiring June 30, 2010

Scott Bihl, New Canaan, CT
Jane Crosthwaite, South Hadley, MA
Trish Cunningham, Natural Bridge, VA
Michael Gunter, Lewisville, NC
George Hundley, Wynnewood, PA

Mark Leuchtenberger, Cambridge, MA
Marc Miller, Chicago, IL
Keith Vaughan, Winston-Salem, NC
Pam Wozniak, Charlotte, NC
Ted Wozniak, Charlotte, NC

Ex-Officio Members

Donna Boswell, Trustee Liaison, Washington, DC

The Board of Visitors

Wayne Calloway School of Business and Accountancy 2006-07

Patrick James Brady, Atlanta, GA
Janice W. Calloway, Greenwich, CT
Robert E. Chappell, Horsham, PA
Timothy P. Cost, Philadelphia, PA
Christopher K. Cotton, Charlotte, NC
F. Michael Crowley, Glen Allen, VA
Victor N. Daley, Branchville, NJ
Edwin A. Dalrymple Jr., Charlotte, NC
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Jonathan J. Davies, Washington, DC
John P. Davis, Weston, CT
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Thomas A. Fassett, Charlotte, NC
John J. Fosina, Plainsboro, NJ
Donna Galer, Raleigh, NC
Thomas P. Gibbons, New York, NY
Jessica B. Good, Clemmons, NC
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William F. Hickey, New York, NY
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Gregory B. Hunter, Winston-Salem, NC
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Patrick G. Jones, Atlanta, GA
Davin E. Juckett, Charlotte, NC
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John H. Keener, Charlotte, NC

Bradley D. Kendall, Lawrenceville, GA
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Kimberly D. McCaslin, McLean, VA
G. Whitfield McDowell, Charlotte, NC
Caroline M. McMahon, Raleigh, NC
Charles L. Melman, Charlotte, NC
George F. Mikes, New York, NY
Katherine S. Napier, Hinsdale, IL
Thomas G. Ondrof, Charlotte, NC
Charles E. Rawley III, Louisville, KY
Scott E. Reed, Winston-Salem, NC
Robert L. Reid, Charlotte, NC
Richard A. Riley, Chicago, IL
William T. Riley Jr., Baltimore, MD
Gilbert J. Roberts, Sebastopol, CA
Jose Ramon Rodriguez, Miami, FL
Harold O. Rosser, New York, NY
Robert H. Samson, Albany, NY
Kenneth C. Sharp, Charlotte, NC
Clay G. Small, Plano, TX
Cynthia Evans Tessien, Winston-Salem, NC
Robert W. Thorburn, Raleigh, NC
C. Jeffery Triplette, Charlotte, NC
Mark A. Tullis, Atlanta, GA

The Administration



Years following name indicate year of hire/year of appointment to current position.

University

Nathan O. Hatch (2005, 2005)	President
AB, Wheaton College; AM, PhD, Washington (St. Louis)	
Richard H. Dean (1986, 1998)	Senior Vice President for Health Affairs and President, Wake Forest University Health Sciences
BA, Virginia Military Institute; MD, Medical College of Virginia	
William C. Gordon (2002, 2002)	Provost
BA, MA, Wake Forest; PhD, Rutgers	
William B. Applegate (1999, 2002)	Dean, School of Medicine and Senior Vice President, Wake Forest University Health Sciences
BA, MD, Louisville; MPH, Harvard	
James R. Bullock (1985, 2006)	Vice President for University Advancement
BA, MBA, Wake Forest	
Matthew S. Cullinan (2006, 2006)	Vice President for Administration
BA, PhD Notre Dame; MA, Duke	
Douglas L. Edgeton (2000, 2000)	Senior Vice President for Health Affairs, Finance and Administration
BS, Alabama (Tuscaloosa); MBA, MPH, Alabama (Birmingham)	
James Reid Morgan (1979, 2002)	Vice President and General Counsel
BA, JD, Wake Forest	
Louis R. Morrell (1995, 1995)	Vice President for Investments and Treasurer
BS, Babson College; MBA, Massachusetts	
Nancy D. Suttentfield (2006, 2006)	Senior Vice President and Chief Financial Officer
BS, Indiana University of Pennsylvania; MA, Virginia Commonwealth	
Kenneth A. Zick (1975, 1989)	Vice President for Student Life and Instructional Resources
BA, Albion; JD, Wayne State; MLS, Michigan	

College

Deborah L. Best (1972, 2004)	Dean of the College
BA, MA, Wake Forest; PhD, UNC-Chapel Hill	
Linda McKinnish Bridges (2001, 2001)	Associate Dean
BA, Meredith College; PhD, MDiv, Southern Baptist Theological Seminary; MBA, Wake Forest	
Toby A. Hale (1970, 1997)	Associate Dean and Dean of the Summer Sessions
BA, Wake Forest; MDiv, Duke; EdD, Indiana	
William S. Hamilton (1983, 1983)	Associate Dean
BA, MA, PhD, Yale	

Paul N. Orser (1989, 1993) BS, Wake Forest; MS, PhD, Emory	Associate Dean and Dean of Freshmen
W. Douglas Bland (1975, 2000) BA, MA, Wake Forest	Associate Athletic Director and Assistant to the Dean of the College
Jane H. Caldwell (1999, 1999) BA, UNC-Greensboro; MA, Wake Forest	Director of Academic Counseling for Student-Athlete Services and Assistant to the Dean of the College

Provost

William C. Gordon (2002, 2002) BA, MA, Wake Forest; PhD, Rutgers	Provost
Samuel T. Gladding (1990, 1998) BA, MAEd, Wake Forest; MA, Yale; PhD, UNC-Greensboro	Associate Provost
Mark Welker (1987, 2004) BS, UNC-Chapel Hill; PhD, Florida State	Associate Provost for Research

Graduate School

Cecilia H. Solano (1977, 1999) BA, Harvard; MA, PhD, Johns Hopkins	Interim Dean of the Graduate School
---	-------------------------------------

School of Law

Robert K. Walsh (1989, 1989) BA, Providence; JD, Harvard	Dean of the School of Law
H. Miles Foy III (1984, 2000) BA, UNC-Chapel Hill; MA, Harvard; JD, Virginia	Executive Associate Dean, Academic Affairs
Ann Setien Gibbs (2000, 2000) BS, Virginia; JD, Richmond	Associate Dean for Administrative and Student Services
Susan Montaquila (1988, 2006) BA, UNC-Chapel Hill; JD, Wake Forest	Assistant Dean for the International Graduate Program
Marian F. Parker (1999, 2002) BA, UNC-Greensboro; JD, Wake Forest; MSLS, UNC-Chapel Hill	Associate Dean for Information Services, Director of Professional Center Library, and Professor of Law
James C. Cook (1992, 1992) BS, South Carolina; JD, Wake Forest	Director of Continuing Legal Education
Kim M. Fields (2001, 2001) BS, Southwestern Louisiana	Director of Career Services
Jean K. Holmes (1985, 1989)	Activities Coordinator
Margaret C. Lankford (1990, 1990) BS, UNC-Greensboro	Budget Director
Melanie E. Nutt (1969, 1984)	Director of Admissions and Financial Aid
Edward S. Raliski (1988, 1999) BA, Wake Forest	Director of Law School Information Services
LeAnn P. Steele (1977, 1987) BMu, Salem	Registrar
Linda J. Taylor (1983, 1985) BS, UNC-Greensboro	Director of Professional and Public Relations

Babcock Graduate School of Management

Ajay Patel (1993, 2004) BS, St. Joseph's College; MBA, Baltimore; PhD, Georgia	Dean and Babcock Research Professor of Finance
J. Kendall Middaugh II (1987, 1999) BBA, George Washington; PhD, Ohio State	Associate Dean of Management Education
Timothy L. Smunt (1994, 2006) BS, Purdue; MBA, Missouri; PhD, Indiana	Associate Dean for Faculty
Nathaniel Irvin II (2001, 2001) BA, MA, South Carolina; DMA, North Texas	Assistant Dean for MBA Student Development
Daniel S. Fogel (2003, 2003) BS, MA, Pennsylvania State; PhD, Wisconsin	Assistant Dean and Dean of Charlotte Program
Kevin C. Bender (1999, 2006) BS, Alleghany College; MBA, Wake Forest	Director of MBA Recruitment
Jamie Barnes (1998, 1998) AA, Wesley, Delaware; MBA Wake Forest	Director of Evening and Executive MBA Programs—Winston-Salem
Debbie Cox (1997, 2002) BS, Radford; MBA, Wake Forest	Director of Finance and Administration
Andy Dreyfuss (2003, 2004) BS, Santa Clara	Director of the Career Management Center
Leslye A. Gervasi (1997, 1997) BS, Nazareth College; MA, State University of New York	Director, MBA Program—Charlotte
Concette E. Grillo (2005, 2005) BA, Wellesley; MBA, Cornell	Director of Marketing
John Owen (1996, 1999) BS, Wake Forest	Director of Information Technology
Stacy P. Owen (1999, 2003) BS, MS, NC State	Director, Full-time MBA Program and Student Affairs

Wake Forest School of Medicine

Richard H. Dean (1986, 1998) BA, Virginia Military Institute; MD, Medical College of Virginia	President and Chief Executive Officer
William B. Applegate (1999, 2002) BA, MD, Louisville; MPH, Harvard School of Public Health	Senior Vice President and Dean
Douglas L. Edgeton (2000, 2000) BS, Alabama (Tuscaloosa); MBA, MPH, Alabama (Birmingham)	Senior Vice President for Finance and Administration and Chief Operations Officer and Interim Senior Vice President and Executive Director Piedmont Triad Research Park
Patricia L. Adams (1979, 2005) BA, Duke; MD, Wake Forest	Chief of Professional Services
G. Douglas Atkinson (1994, 1994) BS, Drake; MBA, Xavier	Vice President for Networks
Steven M. Block (1983, 2004) MB, BCh, University of Witwatersran (South Africa)	Associate Dean for Faculty Services and Career Development

Johannes M. Boehme II (1978, 1990) BA, Southern College; MBA, Wake Forest; PhD, Western	Associate Dean for Academic Computing and Information Services
Karen H. Huey (1997, 2006) BED, Texas A&M	Interim Vice President for Facilities Planning and Construction
J. Mac Ernest III (1982, 2005) BA, William Carey College; MD, Mississippi	Associate Dean for Student Services
Denise Fetters (1998, 1998) BS, Washington National	Associate Vice President for Wake Forest University Physicians Business Operations
Michael L. Freeman (1993, 2001) BS, Bradley; MBA, Iowa	Vice President for Strategic Planning
Terry L. Hales Jr. (1996, 2002) BS, Appalachian State; MBA, Wake Forest	Vice President for Financial Planning and Chief Financial Officer
Ronald L. Hoth (1992, 1992) BS, Loyola College	Vice President for Human Resources
Ann Lambros (2000, 2005) BS, UNC-Chapel Hill; MEd, PhD, UNC-Greensboro	Assistant Dean for Education
Brenda Latham-Sadler (1990, 2002) BS, Pace; MD, Wake Forest	Assistant Dean for Student Services, Director, Diversity and Development Initiatives
Douglas E. Lischke (1999, 2003) BA, Georgia Southern; MBA, Valdosta State (Georgia)	Controller
Michael P. Lischke (2000, 2001) BA, MPh, Emory; EdD, Temple	Director, Northwest AHEC
Paul M. LoRusso (1987, 1987) BS, Syracuse; MBA, Florida State	Vice President for Information Services
Paula M. Means (2004, 2004) BS, Kent State; MPA, Roosevelt	Assistant Dean for Research
Laurie Molloy (1998, 2004) BS, St. Cloud State (Minnesota); MBA, Wake Forest	Assistant Dean for Resource Management
Lewis H. Nelson III (1976, 1985) BS, NC State; MD, Wake Forest	Associate Dean for Medical Student Admissions
K. Patrick Ober (1979, 2002) BS, Michigan State; MD, University of Florida College of Medicine	Associate Dean for Education
Patricia H. Petrozza (1984, 2001) BS, Chestnut Hill College; MD, Jefferson Medical College, Thomas Jefferson	Associate Dean for Graduate Medical Education
Norman H. Potter, Jr. (2005, 2005) BS, Penn State	Vice President for Development and Alumni Affairs
Joanne Ruhland (1988, 1988) BS, Gardner Webb; MBA, Appalachian State	Associate Vice President for Governmental Relations
Sally A. Shumaker (1990, 2004) BA, Wayne State; MA, PhD, Michigan	Associate Dean for Research
Rick C. Weavil (1985, 2002) BS, UNC-Chapel Hill	Associate Vice President for Wake Forest University Physicians Finance
E. Parks Welch III (1991, 2000) BS, UNC-Chapel Hill; MBA, Wake Forest; MLS, UNC-Greensboro	Director, Coy C. Carpenter Library

Wayne Calloway School of Business and Accountancy

Jack E. Wilkerson Jr. (1989, 1997) BS, Bob Jones; PhD, Texas	Dean of the Wayne Calloway School of Business and Accountancy
J. Kline Harrison (1990, 1999) BS, Virginia; PhD, Maryland	Associate Dean
Gordon E. McCray (1994, 2002) BS, Wake Forest; MBA, Stetson; PhD, Florida State	Associate Dean
Helen Akinc (1987, 1999) BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)	Assistant Dean for Student Professional Affairs
Katherine S. Hoppe (1993, 1996) BA, Duke; MBA, Texas Christian; PhD, UNC-Greensboro	Assistant Dean for Student Academic Affairs
Yvonne L. Hinson (1997, 2006) BS, MBA, UNC-Charlotte; PhD, Tennessee	Director of Graduate Studies

Divinity School, Wake Forest University

Bill J. Leonard (1996, 1996) BA, Texas Wesleyan; MDiv., Southwestern Baptist Theological Seminary; PhD, Boston	Dean of the Divinity School
Ginny Bridges Ireland (2004, 2005) BS, Georgia Southern; MRE, Southwestern Baptist Theological Seminary	Director of Admissions
Jill Crainshaw (1999, 2002) BA, Wake Forest; MDiv, Southeastern Baptist Theological Seminary; PhD, Union Theological Seminary	Associate Dean for the Master of Divinity Program
Donna K. Haley (2002, 2002) BS, Mercer; MBA, Georgia College & State	Registrar of the Divinity School

Administration

Matthew S. Cullinan (2006, 2006) BS, Notre Dame; MA, Duke; PhD, Notre Dame	Vice President for Administration
Connie L. Carson (1986, 2006) BS, MEd, NC State; MBA, Wake Forest	Assistant Vice President for Campus Services and Planning
Jay L. Dominick (1991, 1996) BS, UNC-Chapel Hill; MA, Georgetown; MBA, Wake Forest; PhD, UNC-Chapel Hill	Assistant Vice President for Information Systems and Chief Information Officer
William C. Sides Jr. (1994, 1994) BS, NC State	Director of Facilities Management
J. Michael Tesh (2007, 2007) BA, Stetson; MBA, Campbell	Assistant Vice President for Human Resources

Admissions and Financial Aid

Martha Blevins Allman (1982, 2001) BA, MBA, Wake Forest	Director of Admissions
Tamara L. Blocker (1999, 2001) BS, Florida State; MA, Central Florida	Senior Associate Director of Admissions

Arron Marlowe-Rogers (2002, 2006) BS, JD, Wake Forest	Associate Director of Admissions
Hattie L. Mukombe (2006, 2006) BA, Wake Forest	Coordinator of Multicultural Affairs
Dawn E. Calhoun (1999, 2006) BA, Wake Forest	Associate Director of Admissions
Tracy A. Smith (2006, 2006) BS, North Dakota State; JD, Wake Forest	Assistant Director of Admissions
Allyson D. Diljohn (2006, 2006) BA, Wake Forest	Admissions Counselor
Jennifer P. Harris (2006, 2006) BA, Wake Forest	Admissions Counselor
Emily S. Hedgpeth (2005, 2005) BA, Wake Forest	Admissions Counselor
John J. Toner (2006, 2006) BA, Wake Forest	Admissions Counselor
William T. Wells (1997, 1997) BA, Wake Forest; MAT, MEd, UNC-Chapel Hill	Director of Financial Aid
Thomas O. Phillips (1982, 2003) BA, MA, Wake Forest; PhD, UNC-Chapel Hill	Director of Wake Forest Scholars
Paul M. Gauthier (2003, 2003) BA, Wake Forest	Associate Director of Merit-Based Scholarships
Milton W. King (1992, 1997) BA, MBA, Wake Forest	Associate Director of Financial Aid
Terri E. LeGrand (2005, 2005) BS, Iowa State; JD, Wake Forest	Assistant Director of Financial Aid
Benjamin L. May (2002, 2005) BA, Wake Forest	Assistant Director of Financial Aid
Janice W. Claybrook (2006, 2006) BA, UNC-Chapel Hill; MS, UNC-Greensboro	Assistant Director of Financial Aid
J. Adam Holyfield (2002, 2006) AAS, Surry Community College; BS, Gardner-Webb	Assistant Director of Financial Aid
Thomas P. Benza (2006, 2006) BA, BS, Appalachian State	Financial Aid Counselor
Anis S. Ragland (2006, 2006) BA, Wake Forest	Scholarship Counselor
Lisa A. Myers (1996, 2000)	Student Employment Coordinator

Athletics

Ron Wellman (1992, 1992) BS, MS, Bowling Green State	Director of Athletics
Barbara Walker (1999, 1999) BS, MAEd, Central Missouri State	Senior Associate Athletic Director/SWA
W. Douglas Bland (1975, 2000) BA, MA, Wake Forest	Associate Athletic Director for Administration and Assistant to the Dean of the College
Barry Faircloth (2001, 2002) BS, Wake Forest	Associate Athletic Director for Development

Craig Keilitz (1996, 2001) BS, Central Michigan; MA, Ohio	Associate Athletic Director for Marketing and Promotions
Dwight Lewis (2000, 2000) BA, MA, Chicago State	Associate Athletic Director for Student-Athlete Services
Dean Buchan (2000, 2000) BA, UNC-Wilmington	Assistant Athletic Director for Media Relations
Greg Collins (1997, 2002) BS, Kansas State; MA, Richmond	Assistant Athletic Director for Sports Medicine
Todd Hairston (2005, 2006) BS, Wake Forest; MSPH, Meharry Medical College; PhD, Florida State	Assistant Athletic Director for Compliance
Dave Marmion (2001, 2002) BS, Wake Forest; MS, Florida State	Associate Athletic Director for Finance
Rebecca Ward (1967, 2001)	Associate Athletic Director for Special Projects and Human Resources

Career Services

William C. Currin (1988, 1988) BA, Wake Forest; BD, Southeastern Baptist Theo. Seminary	Director of Career Services
Carolyn A. Couch (1997, 2000) BS, Meredith College; MA, Appalachian State	Associate Director of Career Services
Patrick Sullivan (1997, 2000) BA, MBA, Wake Forest	Assistant Director
Shan Woolard (2001, 2001) BA, Salem College; MS, UNC-Greensboro	Assistant Director

Chaplain's Office

Timothy L. Auman (2003, 2003) BA, Wofford College; MDiv, Duke	Chaplain
Rebecca G. Hartzog (1999, 1999) BA, Samford; MDiv, Southern Baptist Theological Seminary	Associate Chaplain and Baptist Campus Minister

Finance

Nancy D. Suttentfield (2006, 2006) BS, Indiana University of Pennsylvania; MA, Virginia Commonwealth	Senior Vice President and Chief Financial Officer
Louis R. Morrell (1995, 1995) BS, Babson College; MBA, Massachusetts	Vice President for Investments and Treasurer
Maureen L. Carpenter (1997, 1997) BS, St. John Fisher College; MBA, Wake Forest	Controller
Michele S. Phillips (2007, 2007) BS, Pennsylvania; MBA, William and Mary	Associate Vice President for Budget and Financial Planning

Graylyn International Conference Center

John Wise (2002, 2002) BS, Wisconsin	General Manager
Scott Emerson (1995, 1995) BS, MBA, Appalachian State	Manager of Finance and Administration

Information Systems

Jay L. Dominick (1991, 1996) BS, UNC-Chapel Hill; MA, Georgetown; MBA, Wake Forest; PhD, UNC-Chapel Hill	Assistant Vice President for Information Systems and Chief Information Officer
Nancy R. Crouch (1992, 2001) BA, Virginia Tech; MAEd, Wake Forest	Assistant Chief Information Officer
Anne Yandell Bishop (1981, 2001) BA, MA, UNC-Greensboro; MBA, Wake Forest	Director of Research and Development
R. Kriss Dinkins (1990, 2003) BA, Wake Forest	Director of Support and Outreach Services
Michael Todd Edwards (1995, 2003) BS, NC State; MBA, Wake Forest	Director of Media Solutions
Kristine Giannell (2007, 2007) BS, Penn State	Director of Software Solutions
Lynda Goff (1991, 2003) BA, Southern California (Fullerton)	Director of Technology Initiatives
John D. Henderson (1998, 1999) BBA, Campbell	Director of Administration
C. Lee Norris (1995, 2003) BA, MA, South Carolina; MBA, Wake Forest	Director of Information Technology Infrastructure

Institutional Research

Ross A. Griffith (1966, 1993) BS, Wake Forest; MEd, UNC-Greensboro	Director of Institutional Research and Academic Administration
Adam Shick (2001, 2006) BS, US Merchant Marine Academy; MA, Wake Forest	Associate Director of Institutional Research
Sara Gravitt (1996, 2006) BS, High Point	Assistant Director of Institutional Research

Investments and Treasurer

Louis R. Morrell (1995, 1995) BS, Babson College; MBA, Massachusetts	Vice President for Investments and Treasurer
Nancy K. Cox (2000, 2003) BA, UNC-Greensboro	Assistant Treasurer—Trusts
Craig O. Thomas (2003, 2003) BS, Alfred; MS, Syracuse	Assistant Treasurer—Endowment

Legal Department

J. Reid Morgan (1979, 2002) BA, JD, Wake Forest	Vice President and General Counsel and Secretary of the Board of Trustees
Donna H. Hamilton (1988, 1988) AB, Drury; JD, Wake Forest	Counsel
Anita M. Conrad (1999, 2006) BA, Akron; JD, Wake Forest	Counsel and Assistant Secretary of the Board of Trustees
Dina J. Marty (2001, 2006) BA, Drake; JD, Wake Forest	Associate Counsel
K. Carter Cook (2004, 2004) BS, MBA, JD, Wake Forest	Assistant Counsel

Libraries

Lynn Sorensen Sutton (2004, 2004) AB, MLS, Michigan; PhD, Wayne State	Director of the Z. Smith Reynolds Library
Marian F. Parker (1999, 1999) BA, UNC-Greensboro; MSLS, UNC-Chapel Hill; JD, Wake Forest	Director of the Professional Center Library and Professor of Law
E. Parks Welch III (1991, 2000) BS, UNC-Chapel Hill; MBA, Wake Forest; MLS, UNC-Greensboro	Director of the Coy C. Carpenter Library

Registrar

Dorothy A. Sugden (1987, 1999) BA, Salem College; MA, Wake Forest	Registrar
Donna K. Haley (2002, 2002) BS, Mercer; MBA, Georgia College & State	Associate Registrar and Registrar of the Divinity School

Student Life

Kenneth A. Zick (1975, 1989) BA, Albion; JD, Wayne State; MLS, Michigan	Vice President for Student Life and Instructional Resources
Harold R. Holmes (1987, 1988) BS, Hampton; MBA, Fordham	Associate Vice President and Dean of Student Services
Mary T. Gerardy (1985, 1993) BA, Hiram; MEd, Kent State; MBA, Wake Forest; MA, PhD, The Fielding Graduate Institute	Associate Vice President for Student Life
Charlene A. Cerutti (2007, 2007) BA, Pittsburgh (Johnstown); MA, Indiana University of Pennsylvania	Associate Dean and Judicial Officer
James R. Buckley (1996, 2001) BS, MEd, Clemson	Director of the Benson University Center
Timothy L. Auman (2003, 2003) BA, Wofford College; MDiv, Duke	University Chaplain
Rebecca G. Hartzog (1999, 1999) BA, Samford; MDiv, Southern Baptist Theological Seminary	Associate Chaplain/Baptist Campus Minister
William C. Currin (1988, 1988) BA, Wake Forest; BD, Southeastern Baptist Theo. Seminary	Director of Career Services
Carolyn A. Couch (1992, 2001) BS, Meredith College; MA, Appalachian State	Associate Director of Career Services
Barbee Myers Oakes (1989, 1995) BS, MA, Wake Forest; PhD, Tennessee	Director of Multicultural Affairs
Donna McGalliard (2000, 2006) BA, NC State; MEd, UNC-Greensboro; EdD, Florida State	Director of Residence Life and Housing
David Clark (2003, 2006) BA, MEd, Georgia	Assistant Director of Operations
Steve Hirst (2005, 2005) BA, MEd, Texas Tech	Director of Greek Life

Melinda Renew (2003, 2006) BA, NC State; MEd, Florida Southern College	Assistant Director of Residence Life
Denise J. Williard (2000, 2005) BS, Mississippi College; MS, Mississippi State	Assistant Director of Marketing and Assessment
Michael Ford (1981, 1988) BA, Wake Forest; MDiv, Gordon-Conwell Theo. Seminary	Director of Student Development
Andrea C. Ellis (2005, 2005) BA, Eastern Michigan; MAEd, Wake Forest	Assistant Director of Student Development and Volunteer Services
Cecil D. Price (1991, 1991) BS, MD, Wake Forest	Director of Student Health Service
Sylvia T. Bell (1981, 1988) RNC, N.C. Baptist Hosp. School of Nursing	Associate Director for Administration, Student Health Service
Natascha L. Romeo (1990, 1990) BS, South Carolina; MEd, UNC-Greensboro	Health Educator
Regina G. Lawson (1989, 1992) BS, UNC-Wilmington	Chief of University Police
Kenneth W. Overholt (1994, 1994) BS, Michigan State; MA, Central Michigan	Assistant Chief of University Police
Marianne A. Schubert (1977, 1986) BA, Dayton; MA, PhD, Southern Illinois	Director of University Counseling Center
Johnne W. Armentrout (1982, 1989) BA, William and Mary; MAEd, Wake Forest	Assistant Director of University Counseling Center
Van D. Westervelt (1998, 1998) BS, Maryland (College Park); MA, UNC-Chapel Hill; MS, Duke; PhD, UNC-Chapel Hill	Director of Learning Assistance Center
Michael P. Shuman (1997, 1997) BA, Furman; MEd, South Carolina	Assistant Director of Learning Assistance Center

Summer Session

Toby A. Hale (1970, 1997) BA, Wake Forest; MDiv, Duke; EdD, Indiana	Dean of Summer Sessions and Associate Dean of the College
--	--

University Advancement

James R. Bullock (1985, 2006) BA, MBA, Wake Forest	Vice President for University Advancement
Robert T. Baker (1978, 1991) BA, MS, George Peabody (Vanderbilt)	Assistant Vice President and Director of Development
Kenneth S. Bennett (1997, 1997) BA, William and Mary	University Photographer
Betsy Chapman (1999, 1999) BA, MA, Wake Forest	Director of Alumni and Parent Programs
Cathy B. Chinlund (1986, 1998) BS, East Carolina	Director of Advancement Records and Technology Operations
Emily Cockerham (2000, 2000) BA, Wake Forest	Associate Director of the College Fund
Melissa N. Combes (1996, 2006) BA, Washington College; MBA, Wake Forest	Assistant Vice President and Director of Principal Gifts

Kevin P. Cox (1990, 1998) BA, Texas A&M Commerce; MA, Wake Forest	Assistant Vice President of Public Affairs and Director of Media Relations
Jennifer E. Craver (2005, 2005) BA, UNC-Chapel Hill	Assistant Director of MBA Development and Alumni Relations/Babcock School
David Davis (1998, 1998) BA, Wake Forest	Technical Development Manager
Vada Lou Earle (1999, 1999) BA, Wake Forest; MS, Russell Sage College	Travel and Reunion Director
Mary Margaret Evans (2005, 2005) BA, Missouri	Director of Corporate and Foundation Relations
Anne K. Hodges (1987, 1999)	Director of Campaign Administration
Jennifer Hudson (2006, 2006) BA, MPA, UNC-Greensboro	Assistant Director of Development and Alumni Relations/School of Law
Kerry M. King (1989, 2001) BA, Wake Forest	Associate Director of Creative Services
Holly H. Marion (2004, 2004) BA, East Carolina; MA, UNC-Charlotte	Director of Development and Alumni Relations/ School of Law
Jacob McConnico (2002, 2002) BA, UNC-Chapel Hill	Media Relations Officer
Brad McIlwain (1999, 1999) BA, Guilford	Major Gifts Officer
Kimberly McGrath (2004, 2006) BA, Loyola College (Maryland)	Web Content and Bulletins Editor
Minta A. McNally (1978, 1997) BA, Wake Forest	Assistant Vice President and Director of Alumni Activities and Volunteer Programs
Kelly Meacham (2003, 2003) BS, Wake Forest	Director of Wake Forest Clubs
Cameron Meador (2003, 2003) BA, MAEd, Wake Forest	Director of Gift Stewardship
Robert D. Mills (1972, 1997) BA, MBA, Wake Forest	Associate Vice President of University Advancement
Allen H. Patterson Jr. (1987, 1987) BS, Wake Forest	Director of Planned Giving
Cherin C. Poovey (1987, 2003) BA, UNC-Chapel Hill	Assistant Vice President and Director of Creative Services
Jennifer Richwine (1999, 1999) BA, Wake Forest	Director of Special Events and Constituent Relations
Sherry Simmons (2006, 2006) BFA, Savannah College of Art and Design	Graphic Designer
Jessie Lee Smith (2006, 2006) BA, Wake Forest	Assistant Director of Corporate and Foundation Relations
William T. Snyder (1989, 2006) BA, Wake Forest	Assistant Vice President and Director of Advancement Technologies
Loyd Wade Stokes Jr. (1997, 1997) BA, Wake Forest	Director of Development/Divinity School
Cheryl V. Walker (1989, 1998) BA, Wake Forest	Associate Director of Media Relations

Lloyd A. Whitehead (1995, 1998) BA, Central Florida	Director of Electronic Communication
Tammy Wiles (1991, 1998) BS, High Point	Assistant Director of Advancement Records and Technology Operations

Wake Forest University Theatre and Dance

John E. R. Friedenberg (1988, 1998) BA, Wake Forest; MFA, Carnegie-Mellon	Director of the University Theatre
R. Trevor Anderson (2002, 2002) BA, Lynchburg College	Technical Director
Nina Maria Lucas (1996, 1996) BFA, Ohio State; MFA, UCLA	Director of Dance
Leslie Collins (2001, 2001)	Audience Services Coordinator
Lisa Weller (1993, 1993) BFA, NC School of the Arts	Costume Studio Supervisor

Other Administrative Offices

C. Kevin Bowen (1994, 1996) BS, Tennessee Tech; MM, Louisville; PhD, Florida State	Director of Bands
Paul Bright (2004, 2004) BFA, South Carolina	Assistant Gallery Director
Victor Faccinto (1978, 1978) BA, MA, California State (Sacramento)	Director of the Hanes Art Gallery
Mark E. Good (1995, 2005) BS, MBA, Wake Forest	Associate Compliance Officer
Brian Gorelick (1984, 1984) BA, Yale; MM, Wisconsin (Madison); DMA, Illinois	Director of Choral Ensembles
R. Kent Greer (2001, 2001) BA, MA, Baylor	International Student and Scholar Adviser
Thomas K. Hearn Jr. (1983, 1983) BA, Birmingham-Southern; BD, Southern Baptist Theo. Seminary; PhD, Vanderbilt	President Emeritus
Peter D. Kairoff (1988, 1995) BA, California (San Diego); MM, DMA, Southern California	Coordinator of the Venice Program
Doris A. McLaughlin (2000, 2000) BS, NC Central; MPA, UNC-Charlotte	Director of Equal Opportunity
Matt Pack (2007, 2007) BA, Kentucky Wesleyan College; MA, Murray State	Director of Conference and Guest Services
Paul N. Orser (1989, 1998) BS, Wake Forest; MS, PhD, Emory	Coordinator of the London Program
Lillian Shelton (1985, 1998) BA, St. Andrews College	Director of the Secrest Artists Series
Martine Sherrill (1985, 1989) BFA, MLS, UNC-Greensboro	Visual Resources Librarian and Curator of Print Collection
Ross Smith (1984, 1984) BA, Wake Forest	Debate Coach
Leigh Hatchett Stanfield (1999, 1999) BA, Wake Forest	Assistant Director, Study Abroad

Stephen Whittington (2002, 2002)
AB, Chicago; MA, PhD, Penn State

Director of the Museum of Anthropology

Pia Christina Wood (1999, 1999)
BA, William and Mary; MIBS, South Carolina;
MA, New Mexico; PhD, Graduate Institute for International
Studies (Geneva, Switzerland)

Director of International Studies

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